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ABSTRACT

This project was developed from an overall need in Humacao, Puerto Rico, for an occupation information program at all levels of the educational system to provide more knowledge about the new employment opportunities resulting from Humacao's changing labor market. Since prior to project implementation, schools were characterized by no activities related to career awareness experiences, very limited guidance and counseling services and placement services (for junior and senior high levels), and no formal teaching-learning program about the world of work, specific project goals were to (1) develop and implement a program at the elementary school level designed to increase awareness of students in terms of the broad range of options open to them in the world of work, (2) improve the guidance and counseling services to all grade levels, (3) improve career orientation and exploratory experiences at the junior high level, and (4) establish a placement service to insure the placement of all exiting students in either a job, a postsecondary occupational program, or a baccalaureate program. Emphasis was also placed on inservice training for teachers, counselors, and directors from the 11 participant schools. The project was reported successful in reaching objectives. There was an increased awareness of the importance of career education, and improved guidance and counseling services at all levels. The document contains a summary of the report, body of the report, and third party evaluations. Tables list schools served by zone, level, and enrollment during the years of the projects. Appendixes (65 pages) outline activities carried out at the elementary, junior, and senior high school levels and at the supervisory level. (TA)

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ED133478

Final Report

Project No. V 26 1050L
Grant No. OEG - 0 - 72 - 4349

Humacao School District Research and Development Project in Career Education

Exemplary Project in Vocational Education
Conducted Under
Parts D and C of Public Law 90 576

Ramón A. Cruz
Secretary of Education
Commonwealth of Puerto Rico
DEPARTMENT OF EDUCATION
Hato Rey, Puerto Rico

June, 1975

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The project reported herein was performed pursuant to a grant with the Bureau of Adult, Vocational and Technical Education, Office of Education, U.S. Department of Health, Education and Welfare. Contractor under-taking such projects under Government Sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore necessarily represent official Office of Education position or policy.

Ramón A. Cruz
Secretary of Education
Commonwealth of Puerto Rico
DEPARTMENT OF EDUCATION
Hato Rey, Puerto Rico

June, 1975

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SUMMARY OF THE REPORT

This report covers the three years of the project operation, from May 15, 1972 to June 1975.

Goals and objectives of the project

The project was designed with the aim of finding a new and better way of helping the child, beginning at the elementary school, to explore the world of work, to discover his own potentialities and develop them in such a way that he will have a real place in the economy of Puerto Rico. It was also aimed to help Junior High School students explore the world of work through direct experiences, and to help the Senior High School students with a placement service to insure their placement in either a job training center or post secondary occupational program.

Such a complex and ambitious objectives were accomplished through a series of other sub-objectives.

a. To give the elementary school students an expanded view of kinds of occupations which exist. To impart a feeling of the worth of these occupations and the knowledge that participation in them can bring pride and dignity to the individual.
b. To help junior high students explore areas of wood, metal, electricity, drafting, and service occupations either in "shop" classes or in the community.
c. To develop a placement service in order to place the students who wish to work part-time while in school, those who wish to drop out of schools, and for students graduating from the twelfth grade.
d. To discover students' own interests and potentialities through testing and interviews.
e. To imporve the guidance and counseling services at all grade levels.
f. To disseminate and share ideas and materials developed in the Career Education Project with the schools within the Humacao School district and other districts.
g. To examine the curriculum materials developed for the use of the different courses they teach.
h. To give in-service training to the project non participant school personnel on the concept of Career Education and to share ways and possiblities on how to implement the concept in new school settings.

PROCEDURES FOLLOWED

The decision to establish the project: Around the concept of Career Education in Humacao, was motivated among other reasons by the fact that Humacao was undergoing increasing social, economic and dynamic changes which affect directly or inderectly the life of each one of its citizens. There was a great demand to secure new types of occupational adjustments or modifications that may be useful to citizens of all levels providing them with the necessary skills for performing the tasks for which they are better prepared in order to live a happy and usefull life with dignity and personal satsifaction.

Having in mind this purpose, and as a means of helping the students from the Humacao School District to develop their individual occupational identity, we decided to organize and develop a program based on experiences related to career development beginning very early in the life of the students from the kindergarten through high school.

Before starting the project there were scarcely any activities with the specific purpose to provide the students with career awareness. The elementary schools did not have the necessary services of vocational quidance and counseling. The junior high school second units in the rural zone did have a limited service of this kind, but just one day per week. There was not a systematic teaching-learning program in the world of work. The urban high school had just a very limited service on job placement.

The starting project consisted of four educational components: Elementary School Component, Junior High School Compenent, Guidance and Counseling Component, and Placement Compenent.

The initial elementary school project was developed in nine elementary schools of the district. The junior high school component was started in two second units in the rural area and in the urban junior school.

The Placement Officer was located in the senior high school. He worked with the cooperation of the vocational counselors, vocational teachers coordinators and community agencies.

During the first year school counselors were appointed to serve all participant schools. There was slight change during the second year consisting in the number of counselors serving each school. Three counselors were assigned to serve two schools each while the other schools with even a higher enrollment were served by one counselor.

The enrollment for the year 1972-73 was compesed of 7,569 students. During the year 1973-74 the enrollment consisted of 6,925 students.

At the beginning of the project only part of the personnel was appointed, specially the vocational counselors and the placement officer. Several meetings were held with the guidance personnel. Teachers in in-service, counselors, and directors from the participant schools attended the meetings. The teachers and personnel involved in the project were acquainted with the main concepts, technical terms and ideas from the career education project, units and lesson plans already developed in the Carolina School District, as well with audiovisual materials.

Diagnostic (pre-test) tests were given to students in the elementary level in order to determine their attitudes, concepts and the knowledge they had in relation to their potentialities in the world of work. Post test was given at the end of the first year of the project to determine achievement.

A project coordinator was appointed to direct and supervise the counseling and distribution of materials in the participant schools. There was a continuos communication among the teachers and counselors. Simultaneously each counselor worked as team auxiliary agent in the coordination and distribution of resources in the classrooms.

Field trips, and visits were organized and carried out in order to acquaint the students with the world of work. Workers were interviewed and some of them were invited to give informal talks in the classrooms.

Materials were developed around eight occupational clusters for junior high school students such as the Personal Services, Manufacturing Consumer and Homemaking, Marketing and Distribution, Communication and Media, Electricity and Electronics, Construction and Woods, Machine and Metals, Fine Arts and Humanities. These materials were used in group guidance activities.

Concepts of career education were infussed within curriculum. Mimeographed and audiovisual materials were provided to teachers to help them in the implementation of the concept of career education.

The program of vocational counseling was reinforced in all participant schools.

RESULTS AND ACCOMPLISHMENTS

Main results and accomplishments

1. The students from the participant schools were able to develop activities leading to discover their own potentialities in relation to their occupational identity.

2. Awareness of the importance of the introduction of the concepts of career education in the school curriculum in all levels was gained not only by the participant schools and personnel involved, but by other school officers, agencies, and the community in general.

3. Agencies and community institutions expressed their satisfaction of the outcomes of the project and offered their unconditional aid in guidance and demonstrations not only in their own shops and offices but also in the classrooms, whenever they were invited.

4. Counseling and guidance services were offered for the first time at the elementary schools.

5. Counseling and Guidance Services were reinforced and improved in the junior high rural schools.

6. Mentally retarded children (50-70 IQ) of one of the elementary schools were acquainted with occupational tasks related to their home setting and with the occupations performed by their parents and some of their relatives.

   Teachers expressed the fact mentally retarded children could profit from a curriculum developed around the concept of career education.

7. The community displaced great colaboration with the school as the point to offer opportunities to students either to work part time or observe employers at work.

8. There was an increase in the production of educational materials such as a teacher's guide and brochures.

9. The school counselors had a positive effect among the students. The counseling interviews increased and the students looked for the school counselors as volunteers for personal counseling and vocational guidance.

10. Ten outlines of the activities of the occupational clusters were prepared for distribution.

11. Additional audiovisual materials including a video-tape were prepared.

12. The outline for the junior high school was tested in two ways: one as a team work of teachers, counselors, directors, ect., planning together, and the other with a systematic time schedule of a group of teachers and students working together following the outline.

13. Teachers from three school districts were oriented regarding the project objectives, procedures and outcomes.

A representative Commissioner of Education of the Republic of Paraguay visited two schools and held interviews with various project personnel.

14. Trips and field observation to occupational centers by students of all levels were counted as the most productive activities.

15. Two approaches were used in implementing the exploration of the world of work. One approach was the team teaching method to provide work experiences. Another approach was the planning together, teachers and students.

Dissemination Activities

A dissemination plan was carried out with the schools in the Humacao District, not included in the project. Twelve elementary schools of the rural area received in-service training about Career Education:

Antón Ruíz
Mambiche Prieto
Mambiche Blanco
Candelero Abajo
Parcelas Martínez
Mariana II
Mariana III
Tejas II
Cataño
Caserio Roig
Bo. Junquito
Candelero Arriba

The teachers had an opportunity to clarify their concept of what Career Education is. They also explored the materials of the project. After the training, the following schools began to implement Career Education in their classrooms:

Antón Ruíz
Cataño
Candelero Abajo
Parcelas Martínez
Candelero Arriba
Junquito

CONCLUSIONS

At the end of the project of Career Education in the school district of Humacao we concluded that:

1. It is necessary to continue offering to the students experiences and activities related with occupations and the world of work from the very early years of the elementary school so that they may become an essential part in the development of the student personality.

2. The use of courses outlines in the junior high school was a great aid in the improvement and implementation of the project in this level.

3. It is necessary to continue the in-service training to teachers, counselors, and directors in this approach.

4. The increase and enrichment of curricular materials in relation to career education is necessary for the improvement of the project.

5. Field observation proved to be a great and useful tool of effective motivation. This aspect of the program should be continued in future planning.

6. It is necessary for the vocational counselors to continue the approach stated above as an integral part of their functions.

RECOMMENDATIONS

1. Career Education should be continued, reinforced and improved in all levels (k-12).

2. The work of the vocational counselor was very satisfactory in the elementary level. This school officers should remain in the elementary school.

3. A career resource center should be established in the Humacao School District. This center should be in charge of a person who will be responsible for the distribution and allocation of all the resources available such as teaching aids, cooperating agencies, audiovisual aids, etc.

4. There should be a reinforcement training program for directors, counselors, and teachers in relation to the integration of the concepts of Career Education with the general school program.

5. It should be made possible for the students of the junior high school level to use all the experiences they have acquired-direct and vicarious-in dealing with the activities of the outlines of the occupational clusters.

6. Seminars or Career Education with teachers, counselors, and directors should be organized and carried out during the year.

7. Make use of all means of communication: radio, television, magazines and newspapers to spread the message of Career Education to all the levels of the population throughout the island.

8. Career education should be continued in all levels (K-12).

9. If, for instance, some schools should be selected for the implementation of the project it should be the distant rural schools the ones that need most of all, the services of a school counselor and the field explorations. Many of the children from this area do not have the opportunity to see different people performing their duties. They know only a few occupations.

10. To work satisfactoriously with all the components the project established, it is a must that all the personnel the project needs, be appointed early. No placement officer was assigned to the Senior High School the last year for this reason the Placement Component did not serve in the Senior High. The counselors had two or more schools in charge; that made the work of the school counselor a hard one.

BODY OF THE REPORT

Problem area toward which the project was directed

Humacao, as Puerto Rico, in general, is turning to be more urban than rural and more industrial than agricultural. It has a population of about 36,023. There is a small proportion of middle income families and a substantial number of families with incomes below poverty level. The city's economy includes a variety of manufacturing and construction industries as well as distribution and service occupations.

The establishment of these industries and commercial enterprises creates new opportunities of employment for the labor force. Nevertheless a great number of youngsters, most of them unemployed, are eager to get orientation about the variety of jobs available in the world of work.

These dynamic changes taking place in the social and economic structure are obviously affecting the individual. There is a demand for new types of adjustment. It requires the common citizen to get equipped with the necessary skills that will enable him to perform in an occupation that will lead him to be useful to his society and also derive personal satisfaction.

In order to help the students of Humacao School District develop an occupational identity, we looked forward for the necessity of organizaing and developing a program based on educational experiences, relevant to their career development starting from the very beginning of their school life.

At the beginning of the project, the specific situations of the students enrolled in the schools where the project was implemented were followed:

1. No activities were carried out to give the students career awareness experiences.
2. Guidance and counseling services at the elementary level were not offered before the implementation of the project.
3. Guidance and counseling services at the junior high school level, even though the students had these services, were very limited.
4. No formal teaching-learning program about the world of work had been organized.
5. Job placement assistance to senior high school students was very limited.

Goals and objectives of the project

Program goals

1. To give the elementary school students an expanded view of the various occupations which exist now and will exist in the forseeable future in his region. To impart as well, a sense of the worth of these occupations and the awareness that participation in them could bring security, pride or self-satisfaction and dignity.

2. To help the junior high school students explore certain relevant occupations in a still greater depth. To continue for him the broad exposure to careers with the additional aim of increasing positive attitudes concerned with the self-fulfilling nature of work.

3. To provide for the greater number of students cooperative work experiences which will enable them to reinforce motivations, skills, attitudes and work habits.

4. To develop an understanding of the social and economic responsibility involved for those engaged in their daily life in a free, but competitive society.

5. To cultivate an understanding and appreciation of the free enterprise system as one of the capstones of the Puerto Rican democracy.

6. To develop a knowledge of an acquaintance with the tools and the materials related to the trade and the application of this knowledge to a career.

7. To make occupational or vocational instruction really meaningful, shaping it so that the student may see its intended purpose and application.

Process objectives

1. Develop and implement a program at the elementary school level designed to increase awareness of students in terms of the broad range of options open to them in the world of work.

2. Improve the guidance and counseling services at all grade levels.

3. Improve career orientation and exploratory experiences at the junior high school level.

4. Establish a placement service to insure the allocation of students according to their academic achievement skills, abilities and interests, which may qualify them for a job or a post-secondary occupational program.

5. Give the elementary school student an expanded view of the kinds of occupations which exist now and in the future in his area.

6. Impart a feeling of the worth of these occupations and the knowledge that participation in them can bring pride and dignity to the individual.

7. Help the junior high school students explore areas of wood, metal, electricity, drawing, drafting and service occupations either in "shop" classes or in the community.

8. Develop a placement service in order to place the students who wish to work part-time while in school, those who wish to drop out of school and work full time and for students graduating from the twelfth grade.

9. Discover students own interests and potentialities through testing and interviews.

10. Disseminate and share ideas and materials developed in the project within and other school districts.

Product objectives

1. Having participated in a sequence of educational experiences in the Career Education Project, the students in the elementary level will be able to have:
    a. A better comprehension of the world of work and its personal, economic, and social relevance.
    b. A better understanding of the relationship between the academic subjects and today's occupations.
    c. Appreciation for benefit services.
    d. Initiated in the process of self-fulfillment.
    e. Been prepared to continue participating in educational and occupational experiences leading toward a satisfying occupational decision .

2. At the end of the school year 1973-74 it was expected that the students from the junior and senior high school levels participating from it had received an intensive program on personal, educational and occupational counseling and guidance.

3. By the end of the Project the students from the junior high school level had undergone through a series of exploratory experiences in some occupations related to marketing, health, personal services, manufacturing, construction, communication, home administration, and consumer education.

4. At the end of the school year 1973-74 the placement officer in the high school level, placed the students in part-time or full time jobs in those areas related to their skills.

5. By the end of the school year 1974-75 the teachers had incorporated in their educational experiences the materials and ideas in which they had related through the dissemination activities of the project as they were carried out.

Description

Our aim consisted in providing the youngsters of the school involved in the program, a series of vocational and educational experiences which would enable them to apply their skills and potentialities to the challenge of a technological revolution. Each one of these well trained youngsters will find their place in the community as a productive self-satisfied citizen.

The outstanding efforts of the program were directed toward expanding the students' self-awareness to an occupational structure, beginning in the early years of the elementary level. This has been done by establishing a gradual systematic and comprehensive program in counseling and guidance, working experiences and training.

During the first two years, in the Humacao School District consisted of four educational components: Elementary, Junior, Guidance and Counseling and the Placement Components.

Elementary School Component

The program operated in nine elementary schools included in the project site. The elementary school curriculum was revised to incorporate career awareness experiences and to re-focus the elementary subjects around the career development concept.

Junior High School Component

At the junior level, the program operated in three schools. This component provided exploratory experiences in service occupations such as distribution and marketing, office, health, food services, homemaking and consumer and communication and media.

Guidance and Counseling Component

Before the iniciation of the project there were no counselors at the elementary school level. At the beginning of the first year of project operation twelve counselors were employed to serve target schools, five of them for the elementary schools, four for the elementary and junior high schools and three for the urban junior and senior high schools.

Counseling personnel received in-service training for a six weeks duration. They planned and operated with the assistance of the consultants of the Commonwealth Department and the University level.

The counselors expected to carry on a complete and articulated program of guidance and counseling at all grade levels, from K through 12. The model program had the following characteristics, among others:

1. It was based on systems concepts, particularly those presently associated with evaluation and change process models in education.

2. It defined guidance criteria in terms of students' behavioral objectives.
3. It stressed program objectives which were realistic possibilities within the resources of the participating schools.
4. It provided for corrective feedback on evaluation of the achievements of the program.

Placement Component

As an extension of the guidance and counseling component, a placement service was established in the senior high school. The placement officer worked in cooperation with the guidance counselors, the cooperative education coordinators, the vocational teachers and the local employment security agency.

A survey of job opportunities in the district was conducted so as to refer those students who wished to work part-time while in schools, full-time, and for students graduating from the 12th grade.

Assistance was also provided to high school students interested in doing summer work during their vacation period.

During the last year of project operation 1974-75, only the following components were operating.

Elementary School Component

The program operated in eight elementary schools included in the project site. The elementary school curriculum was revised to incorporate career awareness experiences and to re-focus the elementary subjects around the career development concept.

Junior High School Component

At the junior level the program operated in three schools. This component provided exploratory experiences in occupations related to health personal services, homemaking and consumer, and communication and media.

Guidance and Counseling Components

One counselor was appointed to attend four elementary schools with an enrollment of 1,936 students. Another counselor attended two second units rural schools with an enrollment of 1,038 students. On January 1975 a teacher-counselor was appointed to attend the Punta Santiago Second Unit with 600 students. The Project Coordinator attended the Pasto Viejo Second Unit with 324 students.

Placement Component

Placement services were offered to high school students. A total of 51 students were placed in different occupations, 26 were placed in vocational school, post-secondary level and 3 in training vocational centers.

PROCEDURES FOLLOWED

The initial activities concerning the development and implementation of this project were carried out in June 1972. After the notification of the Grant certain priorities were considered in coordination with school personnel from the educational levels (central, regional and local), the Director of the Humacao Educational Region, Superintendent of Schools and State Guidance Supervisor.

By the month of August, 1972 the recruitment and appointment of personnel began. It took several months to have the complete staff. The delay in hiring the personnel was due to the difficulties in meeting the standards required for the positions. However, staffing has been completed and qualified persons are in every position.

Project Personnel

1972-73

Project director	Mrs. Sofía Rosario	Mrs. Amparo Rivera*	Mrs. María D. Díaz
Project coordinator	Mrs. Eva M. Velázquez		
Placement officer	Mr. Angel M. Laboy	Mr. Jenaro Rivas	
Curriculum technicians	Mrs. Elba Rivera	Mrs.Elba Rivera	
School counselors	Mrs. María D. Díaz	Mrs. María Díaz	
	Mrs. Sonia Borges	Mrs. Gladys Rivera	
	Mrs. Gladys Rivera	Mrs. Gloria Mojica	
	Mrs. Nereida Hernández	Mrs. Haydeé Torres	
	Mrs. Gloria Mojica	Mrs. Serafina Félix	
	Mrs. María Muñoz	Miss Miriam Ríos	
	Mrs. Arroyo	Miss Inés Colón	
	Mrs Haydeé Torres		
	Mr. Eduardo del Rivero		
	Mrs. Alicia Agosto		
	Mrs. Teresita Morales		

The number of students and teachers of the schools participating in the project are presented in Table I, II and III.

The scope of work for the Project was designed and a time schedule was prepared. Provisions were made to carry out all those activities that were absolutely necessary to begin with the 1972-73 school year and continued until 1975.

One of the basic aspects in the implementation of the Career Education Project was to plan a in-service training to the project staff responsible for the different components of the project, and to continue it during the whole period of its operation.

During the first year of operation of the project, special attention was given to in-service training at district level. Simultaneously with the in-service training, attention was given to the elementary schools.

Elementary school teachers engaged in a series of activities. They studied the outlines and lessons plans which were prepared by the elementary school level in the Carolina School District Exemplary Project. Teachers made the necessary changes and adaptations in order to cope with the specific needs of the Humacao School District. Teachers in the different grades, were consulted in relation to the subject matter they taught, in order to integrate the concept of career education to the general elementary school curriculum.

The counselor in each school, organized team-work activities in coordination with teachers and the office of the Superintendent of Schools to facilitate the development of the project.

The students answered pre and post-tests and other questionnaires. These techniques were used to assess the effectiveness of the program.

The Junior High School Component was elaborated and worked out in three schools. It was developed in the seventh grade: in two rural and one urban junior high schools.

In each school this component was adapted to the specific needs of the students. The students carried on a variety of activities, among them:

1. Field trips to observe the different occupations being carried on in the centers visited by them.
2. Visits to the business simulated office at the senior high school.*
3. Interview persons who work in different occupations.
4. Development of projects and research work.
5. A play or dramatization for the contest in the Fine Arts Festival.

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*The simulated business office is a laboratory where the students practice all the different phases of an enterprise including budget, personnel, supervision, administration.

Periodic meetings with teachers, directors, and counselors, were held for the follow up and evaluation of the work.

In the senior high school level, the placement officer carried out his activities and functions with students, counselors, community, agencies, and educational institutions. A total of 139 students were placed for employment. See Appendix A

The curriculum technician prepared outlines for the activities in the different occupational clusters.

These clusters included:

1. Business
2. Health
3. Machines and Metals
4. Construction and Woods
5. Electricity and Electronics
6. Fine Arts and Humanities
7. Communication and Media
8. Consumer and Homemaking
9. Marketing and Distribution
10. Personal Services

SPECIFIC OPERATIONS

Elementary level

Self-understanding
World of Work
Planning and Occupational Preparation

Once discussed and explained the Educational Career Project to directors and teachers from the participant schools of the elementary level, the next step consisted in organizing and developing training activities for teachers and counselors. A variety of activities were carried out, including demonstration classes and the study and analysis of curriculum guide in career education. Visual aid materials were distributed to teachers. They were to observe and study.

The in-service training for the counselors on the local and regional level continued during the year 1974.

In order to have a general view of the development of the project, (See Development Log) - Appendices B and B-1, C and Cl, D and D-1.

The counselor in each school constitued himself into a resource for orientation and material distribution. He clerared up doubts and concepts and helped the teachers to follow up a schedule for the best distribution of time and effort. (See Table III - Calendar, Patagonia Elementary School, Career Education 1972-73).

Before teaching the concepts, a pre-test was provided for the students in order to find out their interests and needs. This same test was administered at the end of the school year. As an example of this activity, consult the Section on Testing in this report.

The students participated actively both at school and in the community. They interviewed people at work to find out everything they could about the world of work. Community resources were welcomed to talk to the students. They described the students about their responsibilities and the nature of the work they performed.

The students visited the post office, the fire deparcment, factories, business centers, health centers, government agencies, and recreation centers.

A great variety of audio visual materials were used to reinforce the concepts taught.

Junior High School Level

The project operated in three junior high schools in the district during the second year. A total of 339 seventh graders participated in the program. (Eight grade students could not participate because of program requirement for graduation). (See Table IV).

In each of the junior high schools participating in the project, the activities were organized in a different way according to the situation and the organization of the school.

In the Buena Vista Second Unit career education concepts were not integrated to the academic classes. A specific class period within the time schedule was devoted for implementation of the occupational cluster. It was taught by three teachers and it benefitted a total of 120 students.

Several activities were organized with the students. Among them, visists to institutions, business centers, Humacao Post Office, factories, etc. Several persons from the community visited the school to talk to the students about their respective occupations. The students asked questions and were very much satisfied with the results of these activities. Later on they visited the Local Radio Station and the Communication Center located at the University of Puerto Rico in Humacao Campus.

In the urban junior high school the concepts of career education were integreted to the academic subjects, and discussed in special sessions in the homerrom periods in team-work activities. In this study period the teachers developed the activities of the outline for this purpose with their respective homeroom students. In addition every day a different group of students attended the Industrial Arts or Home Economic classes where they discussed the concepts of career education as part of the subject.

The teachers in charge of the program held meetings to discuss in a general way the occupations clusters, curriculum guides prepared by the technician. They selected one that could be adapted to the needs of their respectives teams. They selected Marketing and Homemaking.

The teachers analyzed the clusters and determined which activities could be integreted to the subject matter in their respective classes and which ones should be discussed in their team-work period. They carried out a variety of activities during the development of this component. Among these activities they:

a. Prepared a play or dramatization in relation to its application for a job. This activity competed on a contest at regional level.
b. Invited persons from the community to talk to the students about their respective occupations.
c. Performed research work about the different occupations existing in the Humacao Business Center.
d. Carried out research work on occupations related to the field of medicine.
e Prepared projects in relation to recreation and transportation.
f. Prepared of flower garden as the culminating activity in their study of occupations related to the field of gardining
g. Practiced the repairing of electrical devices which offered minor risks at home.
h. Prepared home decorations.

In the Punta Santiago Junior High School, the project was developed in a different way. Here the activities were developed in the Home Economics and Industrial Art classes. A group of twenty-five students from the seventh grade acted as a single work group. Due to the fact that the organization of the school did not provide for a homeroom period, an adjustment was made to the time schedule so that the student could develop the outline of the cluster to the Home Economics and Industrial Arts classess.

During the last year, 1974-75, the project operated in four junior high school of the rural zone. A total of 100 seventh graders 56 students of ninth grade and 27 of eight grade participated in the program.

In the Buena Vista Second Unit a specific class period within the time schedule was devoted for implementation of the occupational cluster. In Collores, Pasto Viejo and Punta Santiago an adjustment was made to the time schedule once a week.

The students visited the following places:

a. Health Center in Rio Piedras
b. TV Stations
c. Sun Oil Co.
d. Airport
e. Vocational School
f. Recreation Centers such as Palmas del Mar and Safari Park
g. Business Centers
h. Historic Sites such as La Fortaleza and El Morro Castle
i Occupational Training Centers.

Resources of the community visited the schools and talked to the students about their respective occupations. For instance persons of the Rotary Club in Humacao; nurses, doctors, pharmacists, Banks manager, fireman, and policeman talked to them.

The students had the opportunity to interview persons and asked their questions about their specific occupations.

High School Level

The Placement Officer worked in a team-work group with the regular counselors and the program coordinators of the Ana Roqué High School. (See enrollment, Table V)

The placement officer studied the plans of graduating students. He held meetings with the personnel of Students Aid Program, such as Counseling Team and the Social Work Team. He also held meetings with the teachers and program coordinators who provided work experiences to students such as Cooperative, Industrial Education, Marketing and Distribution and Commercial Education.

He developed a series of activities to get informed about the students so that he could be prepared to help them find their place in the world of work. Among other activities he:

a. Studied the future study or work plans of the twelfth grade students.
b. Made contact with people of factories, business centers, government offices, shops and other private enterprises considered as possible sources of employment.
c. Studied the sources of employment in the Humacao Area as well as in the surrounding towns.
d. Visited the Community Service Centers to secure their help in the placement of students: Department of Education Orientation Center, Labor Department, Vocational Rehabilitation Center, Social Services, and some educational institutions.

The Placement Officer participated in group counseling meetings so as to be able to guide the graduating students choose the institutions of higher education preferred such as: universities, colleges, and/or occupational training centers.

Films and lectures were offered and discussed, specially on Career Occupation Day.

Finally he worked in the choice and placement of students in summer jobs.

The Placement Officer worked with the counselors and other school personnel in the preparation of the following materials:

1. Tape on Occupations related to health.
2. Phono-tape: "Prepare Yourself for the Future".
3. Presenting the project to the community.
4. Questionnaire to find out the students' plans for the future.
5. Questionnaire to find out about the students' plans for the summer.
6. Brochures on the offerings of institutions of higher education.
7. Pamphlet on the courses offered by the vocational high school.
8. Brochure on the analysis of students' at work.
9. Monthly attendance sheet for the students in the Work and Study Program.
10. Weekly work calendar for students in the Job Corps.
11. Illustrated pamphlet: How to Prepare Yourself for a Job Interview.
12. Drawings and slides about the theme: "How to Present Yourself to a Job Interview".
13. Questionnaire about students' general information.
14. Written lecture: Emigration to the United States: Are You Prepared?"

TESTING PROGRAM

The purpose of the testing program is to assist the students in the self appraisal process and to evaluate the Project effectiveness. It has also been intented to gather information about the reactions and opinions of other personnel involved.

Counselors in schools, Project Director and Project Coordinator prepared different instruments to gather the information needed.

TEST OR INSTRUMENT	SCHOOLS	GRADE	STUDENTS TESTED
Awareness and meaning of the World of Work Pre-Post Test 1972-73.	Elementary Schools	First to Sixt Grade	
	Antonia Sáez		745
	Rufino Vigo (Muñoz Rivera)		557
	Patagonia		322
	Padre Rivera		125
	Buena Vista		494
	Punta Santiago		475
	Pasto Viejo		204
	Collores		166
	Total		3,088
Future Plan Questionnaires 1972-73.	Ana Roque	Twelfth	367
Future Plan Questionnaires 1973-74	Ana Roque	Twelfth	439
Questionnaires to get the opinions of the project (Sample)	Elementary Schools	Fourth to Sixth grades	
	Antonia Sáez		36
	Punta Santiago		36
	Patagonia		27
	Padre Rivera		9
	Rufino Vigo		36
	Buena Vista		36
	Collores		18
	Pastro Viejo		36
	Total (Elemental)		252
Test on Commsumer and Home Making	Ponce de León		109
	Collores		46
	Total		155

Test or Instrument	Schools	Grade	Students Tested
Test on Communication Concepts	Buena Vista Second Unit	Seventh	83
Awareness and meaning of the World of Work - 1973-74	Patagonia	Fourth to Sixth	171
	Pasto Viejo		88
	Punta Santiago		171
	Buena Vista		141
	Rufino Vigo		314
	Antonia Sáez		143
	Collores		60
	Total		1,088
Questionnaires to get the opinion of the first to third grade students	Patagonia	First to Third Grade	79
	Antonia Sáez		184
	Collores		58
	Punta Santiago		293
	Buena Vista		93
	Rufino Vigo		327
	Pasto Viejo		57
	Total		1,091
Awareness and meaning of the World of Work - 1973-74	Ponce de León	Seventh	22
Questionnaires to get the opinion of seventh grade students at the end of the project	Ponce de León	Seventh	188
Awareness and meaning of the World of Work - 1974-75 (Pre-Post Test)	Elementary Schools	First to Sixth grade	
	Antonia Sáez		240
	Rufino Vigo		202
	Patagonia		152
	Padre Rivera		60
	Buena Vista		337
	Punta Santiago		247
	Pasto Viejo		210
	Collores		105
	Total		1,533
Questionnaires for Junior High on Workd if Work	Collores	8th	27
	Buena Vista	7th	100
	Pasto Viejo	9th	28
	Punta Santiago	9th	28
	Total		183

Test or Instrument	Schools	Grade	Students Tested
Questionnaires to get the opinions of the project	Teachers		65
	School Directors		7
	Counselors		4
	Total		76
Test on Communication Concepts	Collores	8th	27
Test on Homemaking and Consumer	Buena Vista	7th	100
	Collores	8th	27
	Punta Santiago	9th	28
	Total		155
Test on Health Services	Buena Vista	7th	100
	Collores	8th	27
	Pasto Viejo	9th	28
	Total		155

RESULTS AND ACCOMPLISHMENTS OF THE PROJECT

The Career Education Project, as it was scheduled in the two-years period, ended its operations in May, 1974 in the Humacao School District. It was developed in all the levels: elementary, junior high, and senior high school levels.

In the elementary level, the concepts of career education were integrated to the different subjects in the curriculum. The students expressed themselves in the sense that they liked to talk about occupations and the world of work in their academic classes. They carried out several individual and group projects and they profitted a great deal from the experiences in the different occupational fields.

In the junior high school level, the project was developed in the seventh grade. The teachers expressed that the students liked to participate in the activities of career education. In one of the schools, the students developed activities related with communication. In another junior high school the students developed activities in the clusters of consummer and home making.

The results of the tests on comsumer and home making and comunication, showed that the students were familiarized with the content and concepts of Career Education.

One of the outcomes of the project is constituted by the great diversifying experiences achieved by the students of the participating schools about the world of work and occupations.

Community agencies, expressed their satisfaction about the project as it was observed that the students were getting acquainted with the services they offered.

PRELIMINARY EVALUATION REPORT

HUMACAO CAREER EDUCATION DEVELOPMENT

(HuCED)

AN EXEMPLARY PROJECT

December 1972

Sierra Planning/Research Associates
Reno, Nevada

INTRODUCTION

The Sierra Planning/Research Associates, as third party evaluators of Humacao Career Education, an Exemplary Project in Career Education, propose to utilize the CIPP Model as the basis of evaluating the project's activities. Thus Context, Inputs, Processes and Products must be identified and evaluated if the Model is to be followed.

This model is target oriented. Program relationships and flow are developed from start to finish. Management and monitoring are facilitated. Alternative methods are identified to overcome the problems and impediments to goal achievement.

To insure flexible use of this Model, procedural guidelines and methods will include both the macro- and micro-aspects of the Model.

Recognizing that Puerto Rico and Humacao are different in many aspects from mainland activities the evaluators will place what might seem like undue emphasis upon the Context component. This is not the case. Experience has shown that a single uniqueness, language, can present barriers that delay and impede goal achievement.

Later evaluation reports will address themselves to the other components of the Model.

PROJECT GOALS

I. Develop and implement a program at the elementary school level designed to increase awareness of students in terms of the broad range of options open to them in the World of Work.

II. Improve the guidance and counseling services to all grade levels.

III. Improve career orientation and exploratory experiences at the junior high level.

IV. Establish a placement service to insure the placement of all exiting students in either a job, a post-secondary occupational program, or a baccalaureate program.

PROGRAM OBJECTIVES

I. Establish an Elementary School Career Awareness Component with the Career Awareness Coordinator as facilitator.

  A. Review research-related literature.

  B. Review on-going elementary school career education projects.

  C. Identify approaches, techniques and materials for increasing career awareness.

  D. Establish a teacher committee to refine a curriculum to be incorporated in the elementary schools.

  E. To re-focus the elementary subjects around the career development theme.

  F. With the Committee structure a complete program, grades K-6.

  G. Conduct workshops for teachers.

  H. Conduct pre- and post-tests and analyze results to determine the effectiveness of the treatments in terms of student outcomes.

  I. Provide feedback for revision.

II. Establish a Junior High Component.

  A. Two mobile units will serve as laboratories.

    1. One basic industrial study area.

    2. One basic service occupation area.

  B. Conduct demonstrations, discussions and counseling to introduce the students to the World of Work.

III. Establish a Guidance and Counseling Component.

  A. Employ five elementary counselors.

  B. Employ four elementary and junior high counselors.

  C. Employ three urban junior and senior high school counselors.

  D. Conduct in-service training for all counseling personnel.

E. Provide a complete and articulated model program of guidance and counseling grades K-12 which includes the following characteristics:

1. Will be based on systems concepts associated with evaluation and change process models in education.
2. Define guidance criteria in terms of student behavioral objectives.
3. Stress program objectives which are realistic within the schools resources.
4. Provide corrective feedback based on evaluation of the achievements of the program.

IV. Establish a Placement Component.

A. Employ a placement officer with the following support:

1. One paraprofessional.
2. One secretary.

B. Canvass potential employers of students and establish files of job opportunities.

C. Place students.

D. Provide information relating to curriculum change and development.

E. Maintain records and documentation relating to treatment and procedures.

BACKGROUND DATA

Humacao, a medium size school district on the central east coast of Puerto Rico, with a population of nearly 40,000 is turning from its general rural orientation toward that of an urban or suburban area. It is becoming more industrial. Included as major sources of employment are a variety of manufacturing and construction industries as well as distribution and service occupations. A substantial number of the families have incomes below poverty level.

Approximately 7,500 students will be affected by the HuCED Project. The ten project schools will consist of three urban elementary schools with 53 teachers and over 1,600 pupils, one rural elementary school with 16 teachers and over 400 pupils, four rural elementary - junior high schools with 78 teachers and nearly 2,000 pupils, one urban junior high school with 51 teachers and over 1,400 pupils and one urban senior high school with 83 teachers and nearly 2,000 pupils.

The Humacao schools have over the years offered a limited program in the occupational or vocational areas. These have consisted of industrial arts, home economics and some agriculture. The program of occupational awareness or career orientation at the junior high and elementary levels have been for all purposes non-existant.

CONTEXT

The Humacao schools visited by the evaluators were little different from those previously encountered in Puerto Rico. Many of the buildings were old, of a barracks type construction, seriously overcrowded but housing a dedicated staff attempting to teach under circumstances that most state-side educators would find substandard. Aides for the teachers were limited or, in most cases, non-existant.

The above statements are not meant to depreciate the Humacao schools but to identify the base from which the program will start so that the progress can be measured.

The District administration, although we met with them for only a brief time, voiced support for the Project because of what had happened in other districts.

The staff that were subjects of interviews seemed competent as teachers/counselors. There is a need for more definitive role definition of the elementary school counselor.

The Project staff was just in the process of organization. Changes in personnel due to promotions have hampered the Project's beginning.

The Humacao Educational Region Center seems well equipped in relation to the school resources and should be able to supplement the deficiencies in equipment and materials that would be needed for the project. Thus, support will be provided for the Project C/M Technician who will be housed in the Center.

INPUTS

The Commonwealth Department of Education, Area of Vocational and Technical Education has overall direction, supervision and monitoring of the project. The Humacao Regional Office and the Humacao District will operate the programs. The three levels will be mutually supportive.

It is anticipated that much of the materials, curricula and philosophy developed by the Carolina Exemplary Project will serve as the basic materials to be adapted for HuCED Program.

The literature on Career Education is becoming more extensive, and certain standardized instruments are in the development stages. The utilization of these resources will be limited due to the language differential and cultural differences as well as the socio-economic difference between Puerto Rico and the producers.

PROCESS

Limited activities that could be classified as process were observed. Eleven of the twelve professionals who had received in-service training were at the job locations but were not greatly involved in program activities because of space and facility deficiencies, lack of materials and other undefined reasons.

PRODUCT

A pre-school workshop was offered District project personnel prior to the start of school.

CONCLUSIONS AND RECOMMENDATIONS

Time did not permit an extensive investigation into the project activities as this was only a preliminary visit. The major thrust was toward context reporting. Because of this no recommendations or conclusions are presented.

SUBJECTS FOR PLANNING VISIT

It is suggested that a planning report be developed from the evaluator's next site visit to take place as soon as possible. The following activities should be reviewed in depth and reported.

1. Revision of time line.
2. Review of staffing activities.
3. Line and staff organization.
4. Review of Project accomplishments at the State level and District level.
5. Identify evaluation measures to be employed during the Project.

EVALUATION REPORT

HUMACAO CAREER EDUCATION DEVELOPMENT
(HuCED)
AN EXEMPLARY PROJECT

JUNE 1974

Sierra Planning/Research Associates
Reno, Nevada

INTRODUCTION

This is the final report of the third party evaluators for the Humacao project. Special credit must be extended to Mrs. Gladys Sanchez, Superintendent J. Veca Martinez, and Assistant Superintendent Amparo Rivera for their wholehearted support of the project.

It is apparent that many new career education activities have been introduced to and carried out by counselors, teachers, and students in the project schools. An interesting and unique feature of this project has been the use of materials and career education processes that were field-tested and developed by the career education project of the Carolina School District, Puerto Rico. The ease of transporting materials, workbooks, guidelines, and processes from the Carolina Project to Humacao has greatly enhanced the start-up time and allowed project schools in the Humacao project to move at a rapid rate toward realizing project objectives and goals.

Another unique aspect of this project has been the use of counselors at the elementary, junior, and senior high school levels as the chief facilitators of the project. The use of counselors in project leadership roles has been a major reason for the project's success.

SIGNIFICANT PROJECT ACTIVITIES

The following depicts the situation concerning career education before the project began:

1. No activities were carried out to give the students career awareness experiences.
2. Guidance and counseling services at the elementary level were not offered before project implementation.
3. Guidance and counseling services at the junior high school level were almost non-existent.
4. No formal teaching-learning program about the world of work had been organized for any level.
5. Job placement assistance to senior high school students was at best a hit and miss proposition.

The following are activities which have shown promise over the time the project has been in progress:

1. The elementary school curricula in the nine elementary schools of the project were revised, incorporating career awareness experiences to refocus the elementary subjects around the career development theme.
2. A placement service was established in the high school. The placement officer worked in cooperation with the guidance counselors, the cooperative education coordinators, teachers, and the employment security agency. A survey of job opportunities in the district was conducted to place students in part or full-time work. Summer work placement activities were also undertaken.

3. Intensive in-service training was provided at the beginning and throughout the project term to people responsible for the various aspects of the program.
4. Evaluators studied outlines and lesson plans which were prepared for the elementary level in the Carolina School District career education project. Necessary changes and adaptations were made to accommodate the needs and objectives of the Humacao project.
5. In order to facilitate the accomplishment of project objectives, counselors in each school organized faculty team activities which included field trips, speakers, and utilization of materials and media.
6. Students at the elementary level were given reference to occupational areas by teachers in math, English, reading, science, and social studies classes. All project elementary classrooms had many posters prepared by the students and staff depicting occupational areas in the world of work.
7. Students at the junior high level were involved in the following activities:
    a. excursions to observe different occupations at a variety of work stations in local industry,
    b. interviewed persons of different occupations,
    c. developed projects pertaining to occupational areas,
    d. wrote and presented plays for the Fine Arts Festival Contest,
    e. worked on occupations related to the field of medicine,

f. prepared projects in relation to recreation and transportation,

g. developed a flower garden during a study of occupations related to horticulture, and

h. worked on various electrical appliances to see what skills were needed to repair the units.

8. At the high school level the greatest emphasis was in placement activities. The placement office had a very effective process for identifying job stations and placing the right student on the job. Many activities were undertaken by the placement officer, such as preparation of many pamphlets, questionnaires, and tapes that were useful to students and staff.

9. The testing program, developed for the project, consisted primarily of instruments to provide a self-appraisal process for staff and students, as well as instruments to evaluate project effectiveness. All of the instruments in the project are listed in the final report of the Humacao district. The evaluation was apparently adequate as it was used to make changes in the program when needed. All of the instruments were written in Spanish. Some were translated from English to Spanish, while others were developed on the project. The size of the sample of staff and students who were evaluated was more than adequate.

10. The most significant activity of the project was the forceful impact of counselors on staff and students through group and individual meetings. These meetings provided an opportunity to explore a variety of methods to meet project objectives.

EVALUATION

After a number of on-site visits and a thorough review of the complete project testing, it is the opinion of the third party evaluators that the Humacao project has effectively achieved its stated objectives.

They have developed and implemented a program in the elementary school designed to increase the student's awareness of the broad range of options open to them in the world of work. They have so improved the guidance and counseling services at all grade levels that a quality impact has been made on students through counseling services. Career orientation and exploratory experiences at the junior high level have been developed to effect a positive change in attitudes toward occupations. A job placement service has been established which is benefitting the high school students. The number of placements is high and more are expected. Project monies utilized for the Humacao project have been well spent.

RECOMMENDATIONS FOR POST-PROJECT ACTIVITIES

1. Because of the limited project time factor, it was not possible to disseminate project materials to other interested school districts and educational regional offices throughout Puerto Rico. A request should be made to the U.S.O.E. for a no-cost time extension for project program dissemination activities throughout the island.

2. If funds are available, the Area for Vocational Education RCU should sponsor a number of regional workshops to aid in disseminating the positive aspects of this career education exemplary project.

3. Every effort should be made by the Humacao School District to support and maintain the concepts, objectives, and basic program of this project, now and in the years ahead.

RECOMMENDATIONS

The teachers, counselors, directors and superintendents expressed the following recommendations: Among them we should mention the following:

1. The approach to Career Education should be initiated at the beginning of the school year. This approach should continue.
2. The in-service training to teachers and other school personnel should continue, especially in the aspect of the articulation of the program with the academic subjects.
3. Schools should continue using community resources which provide students occupational experiences.
4. A Community Resources Center should be developed to satisfy the needs at district level.
5. Prepare a laboratory room to provide for the students experiences included in the different occupational clusters.
6. The school vocational counselors for the elementary school should continue offering their services on this level. They proved to be a great need on this level.
7. All vocational counselors should be people and resources willing to promote the continuation of this approach.
8. Educational devices such as questionnaires, forms, brochures, visual aids, prepared during the development of the project should be used during the orientation period in the senior high school level.
9. The guidance and counseling services should be reinforced in the rural, junior and elementary levels.
10. The phase of field observation is an essential part of the approach to Career Education, therefore additional funds should be provided for this aspect.

11. The community should be well informed about the new concept of Career Education so as to make them feel more receptive and cooperative toward it.
12. The approach to Career Education should be expanded so that the community in general and specially the places to be visited may develop a better and positive attitude toward visitors.

TABLE I

List of schools served by zone, level and enrollment during first year of project operation (1972-73)

SCHOOLS	ZONE Urban	ZONE Rural	Elementa	Junior	Senior	Total	No. of Teachers	No. of Counselors
Antonia Sáez	x		745			745	29	2
Luis M. Rivera	x		557			557	21	1
Patagonia*	x		322			322	15	1
Padre Rivera	x		125			125	5	
Candelero Arriba		x	458			458	17	
Buena Vista S.U. **		x	494	243		737	13	1
Punta Santiago S.U.**		x	475	157		632	14	1
Pasto Viejo S.U.**		x	204			204	10	1
Collores S.U.**		x	125			125	5	1
Ana Roque High School	x				1885	1,885	96	4
Juan Ponce de León Junior High School	x			1,525		1,525	64	4
TOTAL			3,505	1,925	1,885	7,315	289	16

*The counselor from Patagonia also served Padre Rivera School

**Second units

TABLE II

List of schools and enrollment during the second year of Project operation (1973-74)

SCHOOLS	ZONE		Elementary	Junior	Senior	Total	No. of Teachers	No. of Counselors
	Urban	Rural						
Antonia Saéz*	x		568			568	29	1
Rufino Vigo (L.M. Rivera)	x		804			804	26	1
Patagonia**	x		327			327	12	1
Padre Rivera	x		122			122	5	0
Candelero Arriba***		x	446			446	17	0
Buena Vista***		x	442	120		560	32	1
Punta Santiago***1/		x	486	155		641	23	1
Pasto Viejo***		x	210			210	15	
Collores***		x	127			127	13	1
Ana Roque2/	x				1,851	1,851	3	
Ponce de León3/	x			1562		1,562	53	2
Totals			3,532	1,837	1,851	7,218	228	8

*The counselor from the Antonia Saéz School also served the Padre Rivera Elementary School
**The counselor from Patagonia School also served Candelero Arriba School
***Second Units
1/ The counselor from Punta Santiago also served Pasto Viejo Second Unit
2/ Senior High School
3/ Junior High School

Table III

List of schools served by zone, level and enrollment during third year of project operation (1974-75)

	ZONE						
	Urban	Rural	Elementary	Junior	Total	No. of Teacher	No. of Counselors
Rufino Vigo	x		1,005		1,005	28	1**
Antonia Sáez	x		472		472	24	
Patagonia	x		327		327	12	
Padre Rivera	x		132		132	5	
Collores S.U.*		x	141	179	320	13	1***
Buena Vista S.U.*		x	436	282	718	32	
Pasto Viejo S.U.*		x	229	95	324	14	1
Punta Santiago S.U.*		x	439	161	600	23	1****
Total			3,181	717	3,898	151	4

* Second Units

** The counselor appointed to Rufino Vigo also served the other three urban elementary schools.

*** The counselor from Collores also served Buena Vista

**** A teacher-counselor attended this school on the second semester

Career Education
Patagonia Elementary School
School Year 1972-73

GRADE	TEACHER	LESSONS 1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Mrs. Oquendo	Feb.26 to March2	March 5-9	March 12-16	March 19-23	March 26-30	April 2-6	April 9-13	April 23-27	April 30 to May 4	May 7-11				
2	Mrs. Cabré	Feb.7	Feb.27	March 5-9	March 12-16	March 19-23	March 26-30	April 2-6	April 9-13	April 23-27					
3	Mrs. Espinosa	Feb. 22-23	March 5-9	March 12-16	March 19-23	March 26-30	April 2-6	April 9-13	April 23-27						
4	Mr. Rivera	Feb. 19-23	March 26 to Ap.12	March 5-9	March 12-16	March 19-23	March 26-30	April 2-4	April 5-6	April 9-11	April 12-13	April 17-18	April 23-27	April 30 to May 4	May 7-11
5-1	Mrs. Santiago			March 5-9		March 19-23	March 26-30	April 2-6	April 9-13	April 17-18	April 23-27	April 30 to May 4	May 7-11		
5-2	Mr. Álvarez	Feb. 19-23	March 26 to Ap. 12	March 5-9	March 12-16			April 2-6							
6-1	Mrs. Rivera			March 5-9			March 26-30	April 2-6							
6-2	Mrs. Peña	Feb. 19-23	March 26 to Ap. 12		March 12-16	March 19-23			April 9-13	April 16-20	April 23-27	April 30 to May 4	May 7-11		

The number of lessons varied from 7 through 14 in the different grades. For example in the 3rd. grade, 8 lessons were taught, while in the sixth grade 14 lessons were taught.

TABLA V

Schools and Enrollment of Junior High Students

1973-74

SCHOOL	ENROLLMENT
Ponce de León Junior High	194
Buena Vista Second Unit	120
Punta Santiago Second Unit	25
Total	339

TABLA VI

Schools and Enrollment of Junior High Students (Clusters participants)

1974-75

Schools	Enrollment	Participants	Grade
Buena Vista Secon Unit	282	108	7
Collores Second Unit	179	26	8
Punta Santiago Second Unit	161	26	9
Pasto Viejo Second Unit	95	26	9
Total	717	186	

TABLA VII

Senior High School Enrollment

Grade	10th	11th	12th	Total	10th	11th	12th	Total
No. of Students	696	657	532	1,885	703	611	537	1,851

APPENDIX A

Job Placement of Senior High Students
1973-74

CATEGORIES	NO. OF STUDENTS
1. Marketing	
a. Shoe and clothes marketing	64
b. General marketing	
2. Office Work	52
3. Shops	
a. Metal works and painting	
b. Auto-mechanics	13
4. Industries	3
5. Construction	7
TOTAL	139

Regular visits were carried out to the employment sites in order to determine progress and concerns of students and employers. Follow-up visits were made to 16 students as well as regular telephone calls to the placement centers.

APPENDIX B: LOG

Activities Carried Out 1972-73
Elementary School Level

MONTH	ACTIVITY	PARTICIPANTS	PURPOSE
Oct./72	1. Stduents individual interviews.	22 fifth and sixth grade students	Know about the general aspect of the child's growth, specially his needs.
	2. Referrals	4 students	Take care of the physical, mental, and emotional health of the students as well as their intellectual and economic needs
	a) doctor	2 fifth grade stud.	
	b) ophtalmologist		
	c) multiple services	Students from 2d-5th	
	d) mental health	1 5th grade student	
	e) social worker (scholarship)		
	f) dentists	31 st.-4th-5th grades	
	g) psychologist	6 5th grade students	
	3. Group counseling	1 counselor and 3 groups-5th grade stud.	Help students to understand and know themselves.
	4. Grups Orientation	148 students from 1st. to third grades, 1 counselor, 3 teachers	Counseling on the importance of knowing and accepting individual limitations
	5. Placement of students:		
	a) special group with mental limitations	5 students from the 4th & 5th grades	Take care of individual needs according to their limitations
	b) from special programs Example: reading center	5 third grade students	Take care of the difficulties in the mechanical aspects of reading
	c) from one room to another	2 fourth grade students	Provide for adjustment
Nov./72	1. Individual interviews	89 students, 1 counselor, 1 teacher	Look students' needes Answer a questionnaire
	2. Placement of students from one room to another	1 student	Provide for school adjustment
	3. Group meeting	30 students	Determine the number of new and renewed scholarships
	4. Referring students to:	16 students from the 2nd., 4th & 5th grade	Take care of the physical and mental health of the students as well as other aspects of their social and economic life that may
	a) general doctor from the Health Center	1 6th grade student 6 students from the 4th and 6th grades	

MONTH	ACTIVITY	PARTICIPANTS	PURPOSE
	b)mental health c)ophtalmologist d)dentis e)psychologist f)multiple services g)social services h)specialist	26 students from the 3rd. and 4th grade, 1 counselor, 1 nurse 8 students from the 5th and 6th grades 7 students from the 5th grade, 1 student 5th grade	interfere with the students' school achievement.
Dec./72	Referring students to a)mental health	5 students from the 2nd, 3rd, 4th grades	Take care of their social and emotional life.
	b)ophtalmologist	9 second &4th grade students	
	c)social worker (scholarships)	25 students, 1 counselor	Discuss the requirements to qualify for a scholarship
	d)dentits	18 students from the 3rd & 5th grades.	
	e)private general doctor	20 students from the 5th & 6th grades	
	Individual interviews	88 students from the first through the 3rd. grades. 1 counselor 3 teachers	Take care of the students needs know about the students perception in relation to the Career Education Project.
	Group Counseling	258 students from the 4th, 5th, & 6th grades 1 counselor 3 teachers	Give emphasis to the correlation of the subject matter with the needs of the students.
Jan./73	Individual interviews	319 students from 5th, & 6th grades 1 counselor 2 teachers	Get acquainted with the physical, mental and emotional aspects of the students. Observe how the individual student perceives the image of himself.
	Referring students to a)private general doctor	39 4th, 5th, & 6th grade students	Take care of the social and economic needs of the students. Try to obtain the mutual cooperation between the school and the government agencies so as to achieve the greater child welfare.
	b)mental health	7 from 4th & 5th gd.	
	c) social services	17 from 4th-6gh grade	
	d)Junior Red Cross	4 students from 3rd to 4th grades	
	e)Vocational Rehabilitation	3 from 4th through the 6th grade	
	f)ophtalmologist	16 students from the 3rd, 4th, 5th, 6th gd	
	g)dentist	12 from the 5th & 6th	
	h)psychologist	6 from the 3rd & 4th grades	

MONTH	ACTIVITY	PARTICIPANTS	PURPOSE
Jan./73 (cont...)	Placement a)reading center	12 students from the 3rd, 4th & 5th grades	Placement of students in special groups through recommendation of psychologist
	Personal group counseling	120 students from the 4th & 5th grades	Discuss with the students the following themes: -study habits -absences -class cutting and school achievement
	Group counseling (11 groups)	439 students from the 4th, 5th, & 6th grades 3 teachers	Fill in questionnaires about interests and needs of students. Follow up to daily lessons.
Feb/73	Referring cases to:		
	a)doctor	4 students-2nd &4th	Take care of students health problems in all aspects
	b)ophtalmologist	12 "- 2nd. &4th grad.	
	c)dermatologist	1 student	
	d)psychologist	4 students	
	e)dentist	34 students	
	f)specialist	9 students	
	Group counseling		
	a)members from different clubs	40 students, 2 teachers, 1 counselor	Discuss and analyze the importance of: -good study habits -good grades in the different subjects and the choice of an occupation
	b)groups from the 5th & 6th grade	36 students, 1 counselor, 2 teachers	
	c)organization of students life	15 students, 1 Social Worker, 1 counselor	
	d)six groups from 3rd through 5th grades	120 students, 1 counselor, 3 teachers	
	e)two 4th grade groups	62 students, 1 counselor, 2 teachers	
	Personal interviews	74-3rd. & 4th grade students	Follow up on health problems, behavior, etc.
	Placement:		
	-one group to another	3 students	Placement and other groups according to individual needs and learning limitations
	-reading center	6-3rd. grade students	
	Excursion:		
	a)Fire Department	38 students	Acquaint the students with the local business centers, fire department, police headquarters in Humacao and the Senior High School in order to observe the different occupations provided by these agencies
	b)Local business centers		
	c)T.V.C.C. and Vocational Shops at the Humacao Senior High School		
	d)Police Headquarter		

MONTH	ACTIVITY	PARTICIPANTS	PURPOSE
Feb./73	Lectures of talks offered by a: a) dietitian b) fireman	Students from the first and second grades.	Explain the work of the fireman and the dietitian and the equipment that they use.
March/73	Group meeting (3 groups (2nd, 4th, & 6th grades)	115 students, 1 counselor, 3 teachers	Explain the work of the social worker and the counselor and fill in a questionnaire.
	Students referred to:		
	a) general doctor at the health center	67 students (5th and 6th grades)	
	b) ophtalmologist	4 fifth grade students	Find out achievement and change in behavior of the students
	c) dentist	17 students (3rd, 4th, and 5th)	
	d) psychologist	17 students (4th, 5th and 6th grades)	
	Individual interviews	42 students	
	Talk by a photographer	2 groups of sixth grade students (63 students) 2 teachers, 1 counselor	Inform about the work of the photographer. Find out students interested in photography; as a hobby and as a means of earning a living.
April/73	Students referred to:		
	a) Vocational Rehabilitation	3-6th grade students	Provide necessary treatment in general health aspects.
	b) psychiatrist	2 students	
	c) doctor	5 students (3rd&4th)	
	d) ophtalmologist	2-3rd grade students	
	e) dentist	13 students (2nd, 3rd and 5th grade)	
	f) psychologist	9 students (3rd & 4th)	
	g) multiple services	5-4th grade students	
	Individual interviews	24 students, 1 counselor	Observe change of behavior in students
	Group counseling	122 students, 1 counselor, 2 work project representatives, 3 teachers	Counseling and projection of a film on traffic safety

MONTH	ACTIVITY	PARTICIPANTS	PURPOSE
May/73	Individual interviews	8 students, 1 counselor	Discuss about the different activities carried out in schools on the different themes of Career Education
	Students referred to:		
	a) multiple services	6-5th grade students	Take care of health and economic problems of students
	b) social services	5-4th & 5th grade students	

APPENDIX B-1

ACTIVITIES CARRIED OUT AT ELEMENTARY SCHOOL LEVEL 1973-74

DATE	ACTIVITY	PARTICIPANTS	PURPOSE
Oct.3/73	WITH THE FACULTY AND OTHER SCHOOL PERSONNEL Meetings a) Meetings with the counselors to discuss about the Guidance and counseling in the school district.	Counselors	Explain the purpose and importance of the establishment of the Guidance Center in Humacao
Oct.10/73	b) Orientation to the teachers on the work of the health education and the recreation leader.	Teachers from the Punta Santiago Junior High School	Explain the functions of the health education and the recreation leader and determine how these persons can help the students.
Oct.12/73	c) Explanation about the importance of the Guidance Center	Teachers from the Punta Santiago Second Unit	
Oct.19/73	d) Group meeting (How to help the student to improve the school achievement	Teachers from the Collores Second Unit	Identify the means and techniques to help students to improve their school achievement
Nov.7/73	e) Training and orientation on the following themes: -The functions of the counselor -Functions of the Guidance Center -Emphasis on the first grade -Students' aid services	Elementary school teachers from the Rufino Vigo School -Director -Counselor	-Explain the function of the Guidance Center -Define the emphasis on the 1st. grade. -Identify the students'aid services provided by the school
Jan.16/74	f) Discussion about the needs faced by students in the elementary school	Teachers from the Pasto Viejo Second Unit -Counselor -Personnel from the Guidance Center	Identify the needs faced by students in the elementary school. Discuss the solutions that could be provided to satisfy these needs.

DATE	ACTIVITY	PARTICIPANTS	PURPOSE
Jan.22/74	g) Discussion about the students Guidance and Counseling Services	Teachers from the Pasto Viejo Second Unit	Get acquainted with the function and services offered by the Guidance Center
Jan.25/74	h) Orientation and discussion about the development of the child from birth to school admission	Teachers from the Punta Santiago Second Personnel from the Orientation Center -1counselor -1 school director	Explain the process of child development from birth through school admission.
Feb./74	i) First Grade Teachers' meeting	Teachers from the 1st. grade, 1 school director	Discuss about students major problems such as: -health problems -school achievement -individual needs, etc.
April 8/74	j. Teachers' meeting at the Rufino Vigo Elemental School:	Teachers from the Rufino Vigo Elementary School: -1 counselor -1 school director	Discuss about the different projects carried on by Career Education. Example: -Mathematics Laboratory
April 22/74	k) Group meetings to discuss the following themes about Career Education: -Goals -Development of the project up to the present time.	Teachers from the Collores Elementary School	Evaluate the work done up to now. Plan future activities in accordance with the aims and goals of the project
	WITH STUDENTS		
Aug.10/73	Inform the students about the school Guidance Program	Group of elementary school students from the Collores Second Unit	Explain the students about school services and how to make the best use of them.
	Organization of counseling groups		
Aug.20/73	Orientation to a group of sixth grade students about study habits	Sixth grade students from the Rufino Vigo Elementary School	Explain the students how to develop good study habits.
Aug.27/74	Orientation to a group of 4th grade students	Fourth grade students from the Rufino Vigo Elementary School.	Help the students to develop study habits.

DATE	ACTIVITY	PARTICIPANTS	PURPOSE
Aug.30/73	Orientation about traffic safety	First grade students from the Rufino Vigo Elementary School	To explain the students about traffic regulations and the importance of obeying the laws.
Aug.31/73 (The students continued meeting every Thursday)	Organization of a counseling group to help their classmates to develop good study habits	14 elementary school students	Help the students to develop good study habits
Oct. 9/73	Orientation on 4 H Clubs	Students from the junior hgih school level of the Buena Vista Second Unit 4 H Clubs	Motivation for the development of 4 H clubs at the Buena Vista Second Unit.
Oct.10/73	Discussion about how absences and class cutting affect the students.	10 students from the Buena Vista Second Unit 1 counselor	To develop the skills of group discussion
Oct.19/73	Organization of a group of sixth grade students to discuss the problem of absences and class cutting	10 sixth grade students from the Buena Vista Second Unit	Help the students to develop responsibility.
Oct.23/73	Exhibition and discussion of a film based on menstruation and health habits	Sixth grade students from the Buena Vista Second Unit	Help the students to understand the physiology of their bodies.
Oct.19/73	Orientation and exhibition of pictures about good behavior and good human relations. Discussion about good behavior	Students from the Rufino Vigo Elementary School 1 counselor 40-2nd. grade stud.	To develop the skill of group discussion in order to solve problematic situations. Help the students to develop a good behavior in order to improve human relations.
Oct.25/74	Organization of a school Safety Patrol	Elementary school students from the Buena Vista Second Unit	Develop awareness of the importance of safety rules in and out of school. Explain the importance of the police safety patrolman.

Date	Activity	Participants	Purpose
Oct.26/73	Organization of a school safety patrol	Students from the Rufino Vigo Elementary School	To help the students to develop leadership.
Nov. 1/73	Discussion about the importance of a good attendance fro a good school	41-fourth grade students from the Rufino Vigo Elementary School	Develop the skill of a group discussion in order to discuss problematic situations.
Nov. 2/73	Explanation about the Guidance Program	40 six grade students from the Rufino Vigo Elementary School	Explain six grade students about the school orientation services.
Nov. 5/74	Group discussion about the importance of good attendance in order to keep a good school achievement	30 students from the Rufino Vigo Elementary School	Develop the skills of group discussion to deal with problematic situations that involve several individuals.
Nov. 6/73	Excursions to: -Vocational High School	66 elementary school students from the Rufino Vigo & Antonia Sáez	To provide practical and direct experiences in the occupational world. To get in touch with agencies and places which provide occupational experiences to students.
	-Ana Roqué Senior High School	60 students from the Rufino Vigo School	
	-Palmas del Mar Tourist and Housing Development	102 students from the Rufino Vigo School & 150 from Antonia Sáez	
	-Safary Park	88 students from Rufino Vigo School	
	-Police Headquarters -Fire Department	Students from the Buena Vista Second Unit and Antonia Sáez Elementary school, Collores Second Unit	
	-Humacao Business Center	Students from the Antonia Sáez Elementary School	To know about the occupations provided by the Humacao Business Center
	Individual interviews	Students from the elementary level participations in the Career Education Project	To provide educational vocational and personal counseling and guidance
Nov.13/73	Exhibition of the films "From Boy to Man" and From Girl to Woman"	Fifth and six grade students from the Rufino Vigo Elementary School	Lead the students to have a greater knowledge about the functioning of their bodies.
Nov. 14/73	Exhibition of the film "Discipline"	40 fourth grade students from the Rufino Vigo School	To develop the skill of group discussion.

Date	Activity	Participant	Purpose
Nov. 15/73	Exhibition of the films"From boy to man and From Girl to Woman"	38 boys and 39 girls from the 5th and 6th grade students from the Buena Vista Second Unit, 1 counselor, 1 health educator, 2 teachers	To develop the skill of group discussion to deal with problematic situations.
Nov.26, 27 and 28/73	Occupational orientation	Elementary level students from the Buena Vista Second Unit	To lead the students to get new knowledge about the world of work and occupations.
Jan.17/74	Discussion about the importance of a good behavior and a good achievement. Orientation on the functions of the counselor	28 sixth grade students from the Rufino Vigo School	To develop the skills of group discussions.
Jan.22/74	Discussion about the work of the recreational leader and the health educator	35 students from the Pasto Viejo Second Unit	Inform the students about the work of the recreational leader and the health educator.
Jan.25/74	Exhibition of the films:"From boy to man and From Girl to Woman"	33 students from the Pasto Viejo Second Unit	To lead the students to get better understanding about the functioning of their bodies
Feb. 19/74	Group organization to discuss about the improvement of study habits	70 students from the Pasto Viejo and the Punta Santiago Second Units	To discuss ways of improvings study habits.
Feb. 20/74	Discuss with the students about the importance of keeping a good academic achievement	70 fifth and sixth grade students from the Rufino Vigo Elementary school	To help the students to develop the skills of group discussion.
March 1,5, and 12/74	Counseling group to help them have a better understanding of themselves	17 students from the Punta Santiago Elementary school	Develop techniques to discuss problematic relations
March 12 & 20,/74	Orientation on the world of work	Students from the Pasto Viejo Second Unit, 1 counselor	To help the students get a better understanding of themselves.

Date	Activity	Participants	Purpose
March 25 & 29/74	Orientation on the World of Occupation	33 students from the Punta Santiago Second Unit, 35 students from the Pasto Viejo Second Unit	To lead the students to get a better knowledge about the world of work.
March30/74	Organization of a counseling group	Students from the Buena Vista Second Unit	To provide group therapy
April 2/74	Discussion about the theme: Why do we study	Third, fourth, fifth, and sixth grade students from the Buena Vista Second Unit, 1 counselor	To lead the students to get a better knowledge of themselves
April15/74	Discuss with the students about the importance of keeping in school	Students from the 6th grade of Buena Vista Second Unit, 1 counselor	Help the students to develop good attitudes toward school
April 21, & 30/74	Orientation and discussion about the difference between the elementary and the junior high second level	Sixth grade students from the Punta Santiago and Pasto Viejo Second Units	To lead the students to discuss the difference between the elementary and junior high school level
May 5/74	Exhibition and discussion of a film based on venereal disiease	70 students from the Pasto Viejo Second Unit	Help the students to get a better understanding of themselves.
May 8/74	Orientation to students with scholarships about Palmas del Mar Project Development	Students from the Pasto Viejo Second Unit	To lead the students to have a better knowledge about the world of occupations.
	OTHER ACTIVITIES		
Aug. 24,25 & 25/73	a.Seminar related to the physical and mental student development	Personnel from the Orientation Center, 150 fifth and sixth grade students from the Antonia Sáez Elementary School, 1 counselor	To lead the students to have a better understanding of themselves and the people they get in touch with.
	b.Organization of clubs: -School Safety Patrol -4 H Club	40 first grade students from the Rufino Vigo Elementary School 50 students from the Rufino Vigo, 1 coun-	To lead the students to develop good attitudes toward working together

Date	Activity	Participants	Purpose
		selor, 1 Home Economic Officer, 2 teachers	To help the students to develop good attitudes toward the preservation of Natural Resources.
ept.14,17 ct.1,25/73 p.25 and ay8/74	-Scholarship Club	22 students from the elementary and junior high school level	
	WITH PARENTS		
ept. 24/73	Meeting with parents to acquaint them with the Orientation Program	Parents from the Antonia Sáez Elementary School	To inform the parents about the school guidance program.
ct. 10/73	Meeting with parents with special students of mental limitations	15 parents from the Buena Vista Second Unit	To quide parents in a better understand of children with mental limitations.
ct. 26/73	Meeting with counselors from the Career Education Project	Parents from the Rufino Vigo Elementary School	Explanation to parents about the Career Education Project
Nov. 5/73	Orientation to parents with the theme: Child Psychology	Parents from the elementary level from the Buena Vista Second Unit	To lead the parents toward a better child understanding.
Dec. 3/73	Orientation to parents of children with problems of behavior	Parents from the elementary level of the Buena Vista Second Unit	A better child understanding.
Feb. 2/74	Orientation on the Career Education Project	Parents from the Collores Second Unit	Explain to parents the approach of Career Education
Feb. 11/74	Orientation to parents who request economic aid for their children	Parents from the Buena Vista Second Unit	Orientation about students' aid services
	Orientation on emphasis to the first grade	Parents of first grade students from the Collores Se-	Explain parents about the importance of giving emphasis in the first grade students
March 8/74	Orientation to parents about the services to school How to help students improve their school achievement	Students from the Rufino Vigo Elementary School	Explain parents about the different services provided by school

Date	Activity	Participants	Purpose
March15/ 1974	Orientation to students about the student aid program	Students from the first grade of the Rufino Vigo Elementary School	Explain to students about the different student services provided by school
April 1/ 74	Orientation to parents who will send first grade students to school next school year	Parents from the elementary school level.	Explain parents about characteristics of the first grade students and why for the emphasis in the first grade. Develop a better understanding for 6 and 7 years old children.
	OTHER ACTIVITIES		
	Teachers seminar	Teachers and other school personnel from the Antonia Sáez Elementary School	Know about the functions and services offered by the Guidance Center. Determine how the Guidance Center and the school guidance and counseling program can help in the search of solutions to satisfy the students needs
	VISITS		
Aug.10/73	Ryder Memorial Hospital	1 counselor	Search for health services for the students
Aug.20/73	Junior Red Cross	1 counselor	Request student services
Oct. 15/73	"Departamento de Obras Públicas" -Safety Traffic Bureau	3 counselors	Coordinate the organization by the students of a school safety patrol.
Nov.13/73	Fire Department	3 counselors	Coordinate a visit by the students to the Fire Department
April/74	Mental Health Center	1 counselor	Request services for several students
Other agencies, industries, and places visited by the counselors during the school year 1973-74	VISIT TO OTHER AGENCIES		
	Guidance Center	4 counselors	Discussion of cases Coordinate activities using the center's resources and services
	Visit to the students	counselors	Meet the parents to know better about the students development in their home environment

DATE	ACTIVITY	PARTICIPANTS	PURPOSE
	Palmas del Mar Tourist Center	Counselors	Coordinate students' field trips to this tourist and home development center.
	Police Headquarters	2 counselors	Coordinate a visit with the students.
	Humacao Business Centers	2 counselors	Coordinate a visit with the students.
	Department of Agriculture Extension Service (local office)	1 counselor	Request for students' services
	Social Services	1 counselor	Request for students' services
	Junior Red Cross	2 counselors	Request for students' services
	Puerto Rico Telephone Co.	1 counselor	Coordinate a visit with the students
	"Asociación Antituberculosa"	1 counselor	Request for students' services Discussion about the services of the Guidance Program such as the development of activities with a vocational approach.
	Meeting and training to counselors and teachers (4 meetings)	12 vocational counselors from the rural and urban elementary level from the K-6 school directors, 2 representatives from the central guidance office, superintendent of school, 2 participant teachers from the Carolina Project	Continue to discuss the role of the counselor. Meaning of the term Career Education. Discussion of the concept to be emphasized in each grade. Offer training to elementary school teachers from the rural as well as from the urban areas through the observation of a demonstrative class (third grade) How to prepare a Career Education Lesson Plan. Discussion of the lesson plans for the different grades using the Carolina lesson plan as models.
	Meeting with the teachers from the rural and urban elementary school level (from 4-6) and vocational counselors (3 meetings)	Teachers from the rural and urban elementary school level, grades 4-6, 7 directors, 2 representatives from the Central office and 1 superintendent of school.	Discussion about the development of classes on Career Education in the grades 4-6. How to integrate the vocational concepts to the already established

Date	Activity	Participants	Purpose
			school curriculum. How to integrate the lesson plans according to seasons, unit, theme, etc., under development to the different subjects. Follow up to the counselors on their duties and functions.
	Individual interviews with counselors and other personnel	10 counselors, 1 coordinator from the guidance program	General discussion on the counseling process.
	Vistis to the district second units.	1 guidance coordinator, directors, teachers, and counselors, Project Director	Discussion about the development of the project (using the Collores Second Unit Calendar). Plan an field trip for the 3rd. and 4th. grade students to explore the occupational field in the area of Humacao. Get acquainted with the situation of the project at Buena Vista Second Unit Interview with the director of the Punta Santiago Second Unit. Distribution of teaching lessons and other fungible material.
	Meeting with teachers from the elementary level (k-6)	Director and the coordinator of the project, school directors and teachers (k-6)	Plan the calendar with approximate dates for the development of the lessons with teachers from the Candelero Arriba Elementary School and the Punta Santiago Second Unit.
	Meetings with the director of the project and other personnel (4 meetings)	1 local director of the project, 1 assistant superintendent, 1 guidance coordinator, 2 representatives from the Guidance Central Office, 1 guidance director from the central office, 1 general supervisor, 1 curriculum technician	Provide guidance on objectives, purposes, goals of the project to the director of the project and the curriculum technicians Outline the functions of the director and the curriculum technician.

APPENDIX C - Log

ACTIVITIES CARRIED OUT AT JUNIOR HIGH SCHOOL LEVEL
1972-73

Date	Activity	Participants	Purpose
	WITH THE FACULTY AND OTHER SCHOOL PERSONNEL		
Sept/72	Meeting	2 representatives from the central office 1 School Superintendent 1 Assitant School Superintendent 19 vocational counselors 9 school directors 1 general vocational counselor	Explain the project of Career Education to be developed in the Humacao School District. Explanation of the term: Career Education
Oct./72	Orientation meeting	7 vocational counselors, 1 General vocational and Guidance counselor	Define the functions and duties of the counselor. Distribution of the enrollment assigned to the counselors in the different schools.
	Meeting at Plaza Las Américas	Counselors at state level, Counseling supervisors, Counseling personnel, representatives from the Central Office, representatives from the United States	Exposition about the concept of Career Education by Mr. Delfino Valdés
Nov./72	Meeting	4 directors, 1 assistant director, 1 representative from the Central Office (Mrs. A. Anzalota), General Counseling Supervisor, Vocational counselors	How to implement occupational experiences through cooperative activities in the junior high school level.
	Seminar with universities and colleges	Counselors, personnel from the central office, representatives from colleges and universities	Requierements, services and admissions at colleges and universities. The counselors who work in the project were given participation as means of getting knowledge and professional improvement.
	Training	12 counselors, 1 General Counseling Supervisor	Discussion of the theme: Individualized teaching

Date	Activity	Participants	Purpose
Dec./72	Meeting	12 counselors, 1 General Guidance Supervisor	Discussion of the theme: "The Counselor's Role"
	Meeting	12 counselors, 1 General Guidance Supervisor	Discussion of techniques for the development of group counseling and individual counseling
	Orientation meeting	Counselors from the Island, representatives from the Central Office, Rev. Luis Rivera	Discussion of the theme" Group Counseling by the Rev. Luis Rivera
	Meeting	Counselors from the intermediate level, 1 counseling supervisor	Development of the Work plan
Jan/73	(IT WAS INCLUDED IN THE ELEMENTARY LEVEL REPORT)		
Feb./73	Meeting	Vocational counselors, general counseling supervisor Mss Elba Meléndez	Discussion of the counselor's role and his duties in relation to the project.
	Meeting	Directors from the following school: Pasto Viejo Second Unit, Ponce de León Junior High School and Punta Santiago Second Unit, Superintendent of schools, general supervisor of the Commercial Courses, Home Economics, Distribution and Marketing, Industrial Arts, Director of the Guidance Program (Mrs. G. Sánchez) and Assistant Director from the Guidance Central Program (Mrs. Ana I. Anzalota)	Discussion of the implementation and changes to be performed in the junior high school level
	Meeting	Directors from three junior high schools, 1 assistant of School Superintendent, 1 General Counseling Supervisor, General supervisors from Home Economics, Industrial Arts, Distribution and Marketing, Audio'visual Arts, Fine Arts Programs, 2 representatives from the central office of the Department of Education	Select work-teams to prepare the component to be developed in the junior high school level. Planning of activities that can be developed with exploratory objectives in the classrooms.

March/72	Meeting (work-team for the component)	3 Junior High School Directors, Assistant School Superintendent, General Counseling Supervisors, Home Economics, Industrial Arts, Distribution and Marketing, Graphical Arts and Fine Arts Supervisors, 2 representatives from the Department of Education: Mrs. Anzalota and Mr. Campos, Project Director, Curriculum Technicians and Guidance and Counseling Coordinator	Planning of the activities to be performed in accordance with the aims of counseling and guidance and observation of the component of the junior high school level. Evaluation of all the objective in operation. Orientation to the Project Director and the curriculum technician
	Visit to the Pasto Viejo and Collores Second Units	Director of the Project, Counselor of the schools visited and directors from that schools	Follow up to the personnel and providing help on the search for problems and needs
	Meeting at the Central Office	Guidance Program Director, Mrs. Gladys A. Sánchez, Mrs. Ana I. Anzalota, Director of the Carolina Project, Miss Petra Díaz, General Guidance Supervisor, Miss Elba Meléndez, Curriculum Technician, Mrs. Elba Rivera and the Project Director, Mrs. Sofía Rosario	Orientation to the project director and the curriculum technician in relation with their functions. Exploration to the curriculum technician about the materials to be produced and prepared.
April/73	Visit to the Pasto Viejo, Punta Santigo and Collores Second Units, Punta Santiago and Ponce de León Junior High Schools	Mrs. Ana I. Anzalota, Coordinator from the Central Office, and Mrs. Sofía Rosario Coordinator of the Project	Follow up to the work performed by the counselors and the development of the project in the junior high school level. Selection of the local committee for the junior high school Ievel.
	Professional meeting	10 counselors, 3 junior high school directors, curriculum technician, Placement Officer, Project coordinator	Know about the work performed by the personnel up to now. Inform about the reports to prepared at the end of the school year.
	Interview with the counselors	4 counselors from the second units, 1 project	Know about the work done with junior high school students. Emphasis the reports to be prepared in each level.

Date	Activity	Participants	Purpose
April/73 (cont...)	Visits to the Buena Bista, Punta Santiago, Collores and Pasto Viejo Second Units	Project director, Central level coordinator (Mrs. Anzalota), Program Coordinator Mrs. Eva Velázquez, General Guidance Supervisor (Miss. Elba Meléndez), directors and counselors	Interview to find out about the work done checking of the participating enrollment in the development of the clusters next year.
	Visit to junior high school level	Directors and counselors in each school	Check of the equipment allocated in each school.
	Visit to the school district by Mr. Mario George	Mr. Mario George (Office of Education), Mrs. Gladys A. Sanchez (Guidance Program Director), Mrs. Ana I. Anzalota (Guidance Program) Project director, counselors and Antonia Sáez school director	Find out about the development of the project.
May/73	Interview	Director of the Project and General Guidance Program Supervisor	Discuss the work done during the year for final reports
	Meeting	Mrs. Ana Anzalota, Mrs. Sofía Rosario and Mrs. Eva Velázquez	Reports on the work done know about the material having been prepared.
	2 Meetings	Mrs. Amparo Rivera (Assistant Superintendent of Schools), Mrs. Sofía Rosario (Project director), Mrs. Eva Velázquez (Project coordinator), General Supervisors from Home Economics and Industrial Arts Programs, Mrs. Carlota Gómez (counselor), Mr. José M. Torres (Ponce de León Jr. High School Director), Mrs. Elba Rivera (Curriculum Technician)	Planning of activities to be developed during the summer. Reports on the development of the project in the junior high school level during the first year of project operations.
	WITH STUDENTS		
Oct./72	Individual interviews	85 students from the 7th, 8th and 9th grades	Get acquainted with the needs and aspirations of the students

Month	Activity	Participants	Purpose
Nov./72	Individual interviews	118 students from the 7th, 8th, and 9th. grades from the Buena Vista, Collores and Pasto Viejo Second Units	Find out reasons for the law academic achievement in these grades.
	Group counseling	29 seventh through 9th grade students from the Pasto Viejo Second Unit	Give information about the Career Education Project. Define the task of the counselor.
Dec/72	Individual interviews	150 students from the 7th and 8th grades, 2 teachers, 1 counselor	Discuss the importance and relation of the subjects with the selection of a career.
	Group counseling meetings	282 students from the 7th, 8th and 9th grades, 1 counselor, 5 teachers	Distribute and fill in a questionnaire order to find out the students' needs.
Jan./73	Individual interviews	97 students, 1 teacher, 3 counselors, 1 Scholl Social Worker	Discuss individual cases of low academic achievement. Find out the causes for the failures in the first semester.
Feb./73	Individual interviews	227 students from the 7th grade, 3 participant teachers, 4 counselors	School adjustment, achievement, and scholarships for proficient students.
	Guidance and group counseling	10 students from the seventh grade (12 sessions)	Discus[illegible]he problem of students [illegible]erred by a group of teachers.
	Students referred to -Study and Work Center	8 students, 1 counselor and 2 teachers	Placement of students according to individual needs.
	-Health Center	17 students from the 7th and 8th grades	Take care of general health problems
March/73	Group counseling	150 eigth grade students, 2 teachers, 5 counselors	Give information about vocational courses. Help the students to clear out doubts in relation to the high school curriculum.
	Individual interviews	64 eighth and 9th grade students, 3 counselors	Determine health problems Find out about the students vocational interests

Month	Activity	Participants	Purpose
March/73 (cont..)	Group counseling	98 ninth grade students 2 counselors, 1 director 2 ninth grade teachers	Give information about vocational courses and the other programs in high school
	Field trips	74 students from the 7th, 8th, and 9th grades, 3 teachers, 1 counselor	Visit the work shops in the senior high school and in the local market
	Group counseling	30 ninth grade students	Find out the reasons for the indecision of the students to select a satisfactory educational and vocational career.
April/73	Individual guidance and counseling (6 sessions)	12 students, 1 vocational counselor, 1 school social worker	Work done in the different subjects; discuss students' personal problems.
May/73	Group counseling	397 students from the 7th, 8th, and 9th. grades, 5 teachers, 1 counselor	Discussion and analysis of the work done and the reasons for the low academic achievement.
	WITH PARENTS		
Sept./72			
Oct./72			
Nov./72	Interviews with parents	30 parents, 2 vocational counselors, 2 teachers	Discussion about the academic achievement of their children, let parents know about the project implemented in the junior high school level.
	Visits (2)	2 parents, 1 vocational counselor	Know about poor attendance problems.
	Meeting with parents	32 parents, 1 school director, 1 counselor	Discussion about school work under developed. Report on the project development
Dec/72	Individual interviews	20 parents, 1 vocational counselor	Discussion about the child's problem adjustment.
Jan./73	Individual interviews	18 parents from the Buena Vista Second Unit, 1 counselor	Explain about the work done by the parents' children, report on the project to be implemented in the Buena Vista Second Unit

Month	Activity	Participants	Purpose
Feb./73	Visits to parent's home (5 visits)	5 parents, 1 Social Worker, 1 vocational counselor	Find out about students' absence problem.
	Individual and group interviews (3 sessions)	13 parents, 6 teachers, 1 counselor	Adjustment problems, achievement and health problems.
March/73	Individual interviews	4 parents, 4 ninth grade students, 1 counselor	Discuss about adjustment problems and student's school achievement.
April/73	Individual interviews	4 parents, 4 students, 1 teacher, 1 counselor	Report on work done and reasons for a low school achievement.
May/73	Cases referred to: (3) -Study and Job Center -Social Services	2 students, 1 counselor, 3 students, 3 parents 1 counselor	Placement according to the needs and abilities of students. Application for economic health.
	CONTACT WITH COMMUNITY AGENCIES		
Sept/72	Visit to "Departamento de Obras Públicas" Local City Hall	3 counselors, 5 representatives of the agencies 3 counselors	Explain the purpose and approach of the Project. Request the cooperation of the agency for the preparation of a temporary office for the counselors.
Oct./72	Program of Work Experiences	3 counselors	Know about its function and the process of students' selection.
	Humacao Educational Region	2 counselors	Coordination of an activity applied for educational films.
Nov./72	Social Services	3 parents, 1 counselor	Request services and direct aid for students with limited economic resources.
	Health Center	6 counselors	Coordination and request for students' services.
Dec./72	Servicios de Extensión Agrícola (local office)	2 counselors	Request information about excurricular activities sponsored and developed by the agency such as 4 H clubs.

Month		Participants	Purpose
Dec/72 (cont.)	Mental Health Local Center	2 counselors, 2 parents	Coordinate and request services for students
Jan./73	Pre-vocational center for students with limited mental capacity	2 counselors, 2 parents	Referring and placement of students through the psicologist recommendations
	Humacao Educational Region	4 counselors	Apply for films for the development of films based on themes about the adolescence.
	Fire Department	2 counselors from the Buena Vista and Pasto Viejo Second Units	Coordinate a visit with students
Feb./73	Visit to Local Diagnostic and Guidance Center	5 counselors, 3 social workers	Coordinate and apply for services for students with emocional problems
	Visit to Post Office	3 counselors	Request for available services
	Home Institute	1 counselor, 2 teachers	Coordinate visits with students
March/73	Humacao Senior High School work-shops	4 counselors	Refer students to the appropriate work-shops Coordinate a visit with the students to the work-shops.
	Home Museum	1 counselor, 2 teachers	Coordinate a visit with students
	Labor Department	6 counselors	Refer students to Employment Services to coordinate activities. Request about human resources.
April/73	Vocational Rehabilitation	3 vocational counselors	Refer physical, handicapped students for educational and economic aids.
May/73	Student Health Center	2 counselors	Coordinate for the placement of students in the center

APPENDIX C-1

ACTIVITIES CARRIED OUT AT JUNIOR HIGH SCHOOL LEVEL
1973-74

DATE	ACTIVITY	PARTICIPANTS	PURPOSE
	WITH THE FACULTY AND OTHER SCHOOL PERSONNEL		
Aug.2/73	Meeting to know about the work of the counselor	Teachers from the elementary and junior high school level	Define the functions of the counselor.
Aug.6/73	Orientation on Career Education	Teachers from the Collores Second Unit	Discuss dissemination activities of the Career Education Project (especially for new teachers)
Aug. 3, 28, 29 / Oct.3/73	Training for in-service teachers	Teachers from the following schools: Collores, Pasto Viejo, Punta Santiago Second Units and Ponce de León Junior High School	To train the teachers in the proper way of filling in correctly the students cummulative cards.
Aug.21 & Sept.6/73	Meeting (guidance period)	Teachers from the Buena Vista and Collores Second Units	Explain the purpose of the guidance period in the new school curriculum. Determine the different activities that can be carried on during this study period.
Sept.6/73	Training on the filling in of the health record in the students' cards	Teachers from the Collores Second Unit	Train the teachers in the proper way of filling in the students realth record card. Discuss about its use and importance.
Sept.10/73	Orientation to teachers about the purpose of filling in questionnaires to get information about the students	Teachers from the Collores Second Unit	Determine the practical use of the questionnaire to get information from the students. Explain how to motivate the students to be specific.
Sept.13/73	Meeting to discuss about the services of the Guidance Program	26 junior high school teachers from the junior high school level	Discuss the dissemination services of the Guidance Program

DATE	Activity	Participants	Purpose
Sept.13/73	Orientation meeting	Teachers from the Collores Second Unit	To discuss ideas and ways of understanding the problems of the adolescence
	Dialogue and discussion about students needs	Teachers from the Collores Second Unit, 1 counselor	Identify the different needs of teen-age students
Oct. 1/73	Teachers' meetings to discuss: -time schedule -health services -school environment	26 teachers from the elementary and junior high level, 1 counselor, 1 school director	Discuss about the different school services available for the students.
	Meeting: How to use the students cummulative record	Teachers from the 5th, and 6th grades	Training on how to fill in and use the students cummulative record
Oct.9/73	Meeting: How to refer students to the counselor	Teachers from the Buena Vista Second Unit	Identify reasons for referring students to the counselor.
Oct.17/73	Meeting for new teachers to give orientation about Career Education and about the school counseling services	1 counselor, 1 school director, new teachers	Discuss the dissemination activities in the Career Education Program. Explain the new teachers about the functions and importance of the school guidance program.
Oct. 17 & 18/73	Meeting - Guidance and Counseling Program	Teachers from the Pasto Viejo and Punta Santiago Second Units (elementary and junior high school level), 1 counselor	Dissemination of the guidance services offered unde the school counseling program
Oct.19/73	Dialogue and discussion about how to improve the students school achievement	Teachers from the Collores Second Unit	Identify means by which students can be helped to improve their academic achievement.
Oct.23/73	Meeting - How to integrate health concepts to related occupational activities	Elementary teachers from the Collores Second Unit, 1 counselor	Explain the teachers how they can integrate health concepts to related occupational activities.
Nov.20/73	Meeting - Dialogue and discussion about to help students with problems of poor school attendance	Teachers from the Pasto Viejo Second Unit, 1 counselor	Determine the means by which teachers can idenfy the reasons for the poor school attendance (absences and tardineeses of students)

Date	Activity	Participants	Purpose
Dec.5/63	Orientation to teachers How to prepare case history records	Teachers from the Buena Vista Second Unit, 1 counselor	Train the teachers on the use of techniques for better understanding of his students.
Jan.22/74	Dialogue and discussion about the students poor attendance (absences and class cutting)	Collores Second Unit, 1 counselor	Determine the means to solve the problems of students with a poor attendance (frequent absences, tardinesses and class cutting)
Jan.24/74	Meeting at Ponce de León Junior High School	Teachers from the Ponce de León Junior High School and Punta Santiago Second Unit, 3 counselors, Personnel from the Guidance Center	Evaluate the work done through the help of the Guidance Center
Jan.25/74	Dialogue and discussion with the teachers about the guidance period	Teachers from the Punta Santiago Second Unit, 1 counselor	Explain and discuss the importance of the guidance period
Jan.26/74	Meeting: Case study Students with low academic achievement, poor attendance, etc.	Teachers from the Pasto Viejo Second Unit	Determine the way to deal with students with a low academic achievement and poor school attendance.
March /74	Meeting - Teachers from the junior high school level	Teachers from the Ponce de León Junior High School, 2 counselors	Evaluate the work done on Career Education in the junior high school level (Ponce de León Junior High School)
March4/74	Teachers' meeting to discuss students' needs	Teachers from the Buena Vista Second Unit, 1 counselor	Find out and discuss about the students' major needs
Ap.15/74	Training on the use of the "Dictionary of Occupational Titles"	Teachers from the Buena Vista Second Unit	Explain the importance of the use of a special dictionary to deal with occupational terms.
	VISITS		
Aug.9/73	Labor Department (Labor Rights Administration)	2 counselors	Request resources for students orientation
Aug.10/73	Puerto Rico Water Resources Authority	1 counselor	Request resources for students orientation

Date	Activity	Participants	Purpose
Aug.10/73	Ryder Memorial Hospital	1 counselor	Request student services
Aug.13/73	Humacao Senior High School Vocational Department	3 counselors	Find out about the program of students placement service.
Aug.20/73	City Hall	1 counselor	Request services for the improvement of school facilities
Aug.23/73	Escuela Libre de Música	1 counselor	Explain the program of students placement service
Aug.30/73	Community Division	1 counselor	Request services available
Sept.4/74	Department of Agriculture Extension Service	4 counselors	Request for information and resources
	Hogar CREA- Humacao	1 counselor	Coordinate to invite a resource to talk about the prevention of drug addiction
Oct.16/73	Public Welfare Bureau	1 counselor	Request information and students' services
Nov.15/73	Selective Service Office	2 counselors	Coordinate a talk about compulsory and selective military service
Jan.22/74	Palmas del Mar Tourist Complex	4 counselors	Request information about the summer employment service
April/74	Division of Labor Regulations	2 counselors	Coordinate counseling and information service for the employment of under-aged students
May 6/74	Roig Commercial Bank	1 counselor	Coordinate a lecture on banking as an industry as well a source of occupational opportunities
	Visits to other agencies that provided orientation to students -Guidance Center	5 counselors	To discuss case studies and coordinate activities for students
	-Social Security Local Office	1 counselor	Request orientation about the importance of the social security number and

Date	Activity	Participants	Purpose
			the benefits provided by this agency.
	-Textile Industrry	1 counselor	Coordinate a visit with the students to observe people at work in different occupations
	-Department of Consumming Offices	2 counselors	Coordinate a talk for the students and request information about the services provided by the Department of Consumming Affairs
	WITH STUDENTS		
Aug.10/73	Disseminating information and organization of counseling groups. Discussion about the importance of a high academic achievement (good grades) in the junior high school	Students from the Collores Second Unit, 1 counselor	Development of attitudes and skills for group discussion in the solution of problematic situations.
Sept 4/73 (The students had continued meeting every tuesday)	Organization of a counseling group to help the students to develop good study habits	14 eight grade students from the Buena Vista Seond Unit, 1 counselor	To develop skills for: -team work -finding solutions to problematic group students -improving study habits
Sept 17/73	Meeting with students to discuss the effects of a bad behavior in contrast to the benefits of a good behavior	12 students, 1 counselor from the Buena Vista Second Unit	Discuss the ways of improving behavior
Oct.5/73 (The students continued meetings every Friday)	Organization of a counseling groups (gifted seventh graders) to discuss a variety of themes according to their needs and interests	Seventh grade students, 1 counselor	To develop the skills for team work and discussions. To promote group therapy and self-understanding. To lead the students in club organizations.
Oct.30/73	Meetings (Discussions about good manners)	Junior high school students from the Collores Second Unit, 1 counselor	To lead the students in group discussions about the theme of good manners.
Nov.7/73	Meeting: Group discussion about sex and venereal disseases	Students from the junior high school level from: Collores, Pasto Viejo, Buena Vista Second Units	Sexual education and the prevention of venereal disseases

Date	Activity	Participants	Purpose
Nov.8/73	Meeting: Orientation to students about the theme of love and marriage	Students from the Pasto Viejo and Buena Vista Second Units	To lead the students to understand the phases of love and marriage.
Nov.13/73	Meeting: Group counseling will discuss the theme: Effect of Drugs and prevention of drug-addiction	Students from the junior high school level (Collores Second Unit) 1 counselor	To explain the students the effect and prevention of narcotic drugs
	Meeting: Discuss with a group of junior high school students the correlation between low grades and a poor attendance	Six students from the Buena Vista Second Unit, 1 counselor	To develop the skill of group discussion in order to solve a problematic situation which affect a number of individuals
Nov.14/73	Meeting: Acquaint the students with the work of the policeman	Students from the junior high school level from: Pasto Viejo, Punta Santiago Second Units, 1 policeman, 1 counselor	Explain the students the functions of the policeman in a community
Nov.15/73	Exhibition and discussion of the film:"Are yo ready from marriage?"	Students from the Punta Santiago and Pasto Viejo Second Units (140 students)	Understanding of the duties and rights of marriage.
	Explanation about the work of the beautician. Demonstration about how to apply the make up.	Students from the junior high school level from the Collores Second Unit, 1 beatucian 1 counselor	To explain the junior high girls about the work of the beautician
Nov.16/73	Orientation on the courses offered at the Humacao Senior High School	Students from the Buena Vista Second Unit, 1 counselor	To explain students of the junior high school students the different courses and programs offered in the Humacao Senior High School
Nov.27/73	Meeting: Inform the students about the military service	Students from the junior high school level (Punta Santiago and Pasto Viejo Second Units), personnel from the Selective Service Office, 1 counselor	Explain the junior high school students about the different opportunities they have serving in the army.
Nov.30/73	Exhibition and discussion of the film: "The eye of the spectator".	35 students from the Pasto Viejo Second Unit (junior high school level)	To lead the students to develop comprehension, acceptance and tolerance toward other people

Date	Activity	Participants	Purpose
Jan.92/74	Orientation of the World of Work	Students from the junior high school level from the high school level from the Buena Vista Second Unit	Lead the students to have a better understanding of the world of work and the different occupations.
Feb.30/74	Group discussion about the themes: Quality traits of a good citizens; and Difference between real love and pseudo-love.	Students from the Collores Second Unit of the junior high school level.	To lead the students to develop the skill of group discussion.
March 19/ 1974	Orientation on the courses offered in the Humacao senior high school	9th grade students from the Collores second unit	To inform the students about the different courses offered at the Humacao senior high schools
March 20/ 1974	Orientation to students about methods to achieve a better self-understanding	Students from the junior high school level of the Buena Vista Second Unit	To discuss different means by which students can get a better self-understanding: -Vocational interest tests -General ability tests -Aptitude tests -Achievement tests -Use of questionnaires
March27/ 1974	Orientation on Social Security benefits	Students from the junior high school level of the Collores Second Unit	Explain the students about the benefits of the Social Security
April 5/74	Organization of a counseling group to discuss the theme: What is the importance of the future for you?	Seventh grade students from the Buena Vista Second Unit	To develop the skills of group discussions.
April4/74	Organization of a group counseling to discuss about poor school achievement	9th grade students from the Punta Santiago Second Unit	Develop the skills to solve problematic situations.
April 9/74	Orientation on Employment Service	9th grade studens who are looking for a summer job through the Youth Action Administration	To guide the students in the way to fill in an application. Lead them in the best way to cause a good impression.
April 16/ 1974	Orientation on the courses offered in the Humacao senior high school	Students from the Buena Vista Second Unit	To inform the students about the courses offerred in the Humacao senior high school

Date	Activity	Participants	Purpose
April 17/ 1974	Orientation to students on the prevention of drug-addiction	Students from the junior high school level of the Buena Vista Second Unit	Explain the students about the effect of narcotic drugs in order to prevent them from addiction.
April 26/ 74	Group discussion on the theme: "Responsibility at work and studies"	Ninth grade students from the Buena Vista Second Unit	To develop the skill of group discussion.
April 29/ 74	Group discussion on the theme: "Why it is important to be responsible"	Ninth grade students from the Buena Vista Second Unit	To develop the skill of group discussions.
	OTHER ACTIVITIES DEVELOPED DURING THE MONTH OF APRIL, 1974		
April	Exhibition and discussion of the film: The Decision (Marketing and Distribution)	Junior high school students from the Collores Second Unit	To develop awareness of the importance of the decision in the choice of an occupation. Explain the purpose of the Marketing and Distribution Programs.
	Lecture based the orientation to the Consummer	Junior high school students from the Collores Second Unit, 1 counselor, 1 representative from the Consummer Affairs Department	Explain the students about the functions of the Consummer Affairs Department.
	Lecture on the services and jobs provided by the banking industry	Junior high school students from the Collores Second Unit, representatives from the Banking Industry of Humacao	Identify occupations related to the banking industry and get acquainted with the services provided by the banks.
	Exhibition and discussion of the films: Raíces de felicidad (Roots of Happiness), La decisión, Choosing a job	Students from the junior high school level of the Ponce de León Junior High School, 2 teachers, 1 counselor	To develop awareness of the importance of making a decision in choosing an occupation and the need for good relations among the different numbers of the family.
	Lecture on Labor Laws and the rights of the worker	Students from the junior high school level of the Ponce de León Jr. High School, representative from the Labor Department, 1 counselor, 3 teachers	To inform the students about employment laws and the rights and duties of the worker.

Date	Activity	Participants	Purpose
April/74	Orientation to seventh grade students about the grade evaluation system in the secondary school	25 seventh grade students from the Punta Santiago Second Unit	To lead the students to get acquainted with the grade system in the secondary school
	Information about vocational opportunities in the army	Students from the junior high school level from the Punta Santiago Second Unit	To inform the students about the different vocational opportunities in the army
	Organization of a student group to help them improve their study habits	30 seventh grade students, 20 eight grade, 20 ninth grade students, 1 counselor	To lead the students in the development of study habits
	Field trips to:		
	-Humacao Senior High School	Second Units	To provide experiences for a better knowledge of the world of work
	-Textile factory	Collores Second Unit	Identify occupations developed in the textile factories
	-Palmas del Mar	Ponce de León Junior High School, Buena Vista Second Unit	Know about the occupations derived in Palmas del Mar Tourist Center
	-Communication Center of the Humacao University College	Students from the Buena Vista Second Unit	Identify occupations related to the communication services
	-WALO Radio Station	Students from the Buena Vista Second Unit	
	-Police Head Quarters	Students from the Buena Vista Second Unit	To learn about the police profession
	-Fire Department	Students from the Buena Vista Second Unit	To lead the students to get acquainted with the work of the fireman
	AGENCIES THAT COLLABORATED IN THE ORIENTATION TO STUDENTS		
	Orientation Center	Students from the junior high school level that collaborated in the development of the Career Education	To request student services from the local orientation center
	Local Mental Health Center	Students from the junior high school level	To request the services provided by the Local Mental Center
	Social Service Office	Students from the junior high school level	To find out about services provided for students

Date	Activity	Participants	Purpose
	Youth Action Administration	Students from the junior high school level	To get informed about summer jobs provided for students
	Department of Agriculture Extension Service	Students from the junior high school level	To find out about the services provided by this agency
	Ryder Memorial Hospital	Students from the junior high school level	To get the students acquainted with jobs and services provided by this institution
	Humacao Senior High School	Students from the junior high school level	To find out about the work of the job placement program
	Junior Red Cross	Students from the junior high school level	To requests for students' health services
	Escuela Libre de Música	Students from the junior high school level	Placement of students
	OTHER RELATED ACTIVITIES		
	Interview to persons performing different occupations	Students from the second units and Ponce de León Junior High School	To get a better understanding and knowledge of different occupations
	Dramatization organized by students on the theme: "How to look for a job"	Students from the Ponce de León Junior High School	Orientation about different jobs
	Preparation of a garden	Students from the Ponce de León Junior High School	To identify occupations related to gardening
	Research work projects Examples:	Students from the Ponce de León Junior High School	To explore the students potentialities
	-Compare ways of living in the sub urban areas (barriadas) with those of the housing developments -General occupations provided by the Humacao Business Center	Studens from the Ponce de León Junior High School	A better understanding of occupations and factors that involve the world of work
	-Preparation of albums about occupational experiences such as: --Transportation --Health --Communication	Students from the Ponce de León Junior High School	To explore the world of work

Date	Activity	Participants	Purpose
	-Hand made articles prepared in the Industrial Arts and Home Economics classes. Example: --flower pots --ash trays --bambu flower vases --flowers --clowns	Students from the Ponce de León Junior High School	Self-exploration about interests and abilities in home-made objects. Lead the students to make a better use of available resources.
	-Individual interviews	Students participating in the Career Education Project	Vocational, occupational and personal orientation
	WITH PARENTS:		
Aug./73	Meeting with parents of students with scholarships	Parents of students with scholarships (Pasto Viejo Second Unit)	To develop comprehensive and understanding for gifted students in order to stimulate them to keep a good school achievement.
Sept/73	Meeting with parents to explain them about the services offered by the Guidance Center	Collores, Pasto Viejo and Buena Vista second units	To inform parents about the services offered by the local guidance center
Sept./73 (continued through out-the year)	Team-group work to discuss the way to solve problematic situations	Parents, teachers, counselors of schools participating in the Career Education Project	To help students to understand and stimulate their children.
March/74	Discussion about the factors that affect the students school achievement	Pasto Viejo, Collores, Buena Vista Second Units, Ponce de León Junior High School	To explain parents about factors that affect the students achievement and how to help them.
April/74	Discussion about factors that affect the students school achievement	Pasto Viejo and Punta Santiago Second Units	To explain parents the factors that affect the students achievement and how to help them.

APPENDIX D-Log

ACTIVITIES CARRIED OUT AT SENIOR HIGH SCHOOL LEVEL
1972-73

Month	Activity	Participants	Purpose
	WITH THE FACULTY AND OTHER SCHOOL PERSONNEL		
Sept/72	Meeting	School directors and vocational counselors, counseling supervisor, 2 representatives from the Department of Education	Exposition of the project to be developed in the school district of Humacao
Oct./72	Meeting	Director, counselors, counseling supervisor	Preliminary study about the distribution of the enrollment needs, etc. of the counselor
Nov./72	Meeting	1 high school director, 4 vocational high school counselors, Trade and Job Officer, Guidance Supervisor, Project Coordinator at Central Level	Define the duties of the Trade and Job Officer and the functions of the counselors
	Meeting	Counselors allocated in the high school level, high school director, Guidance supervisor	Coordinate the implementation and development of the project in the high school level. Distribution of the enrollment per counselor. Task to be performed with 12th grade students.
	Meeting - Team of Teacher	6 teachers, 1 counselor	Define the functions of the counselor in team work planning (Team #3)
Dec/72	Team work meeting	5 teachers, 1 counselor, 1 School Social Worker	To acquaint the teachers with the development and implementation of the project in the school district at a high school level (Team #4)
	Group meeting	6 Commercial high school teachers, 1 counselor	Explain the project and the importance of the commercial courses in the development of the project (Team # 6)

Month	Activities	Participants	Purpose
Jan./73	Meeting	1 high school director, 1 Cooperative Industrial Program Coordinator, Industrial Coordinator from the Vocational Department, 3 counselors, 1 School Social Worker, 1 teacher from the Distribution and Marketing Program	Plan activities leading to make easier the placement, counseling and guidance of students
	Team work meeting	5 representatives from the local guidance team 4 counselors, 1 director, 1 assistant director	Discuss and analyze the problem fased by students especially 12th grade.
April/73	Visits to the Humacao Senior High School (3)	Mrs. Anzalota, Mrs. Rosario, Occupational Placement Officer, 1 school director, 2 counselors	Classify the functions of the Occupational Placement Officer. Report on the visit of Mario George to the Humacao School District. Report on the work performed by the Occupational Placement Officer (Follow-up)
	Interviews	Project director (Occupational Placement Officer)	Explain and hand in a questionnaire for 12th grade students (to find out what each students has been doing after graduating from high school.
	Team work meetings (2)	5 teachers, 2 counselors, 1 School Social Worker	Plan a parent-teachers meeting. Discuss report on fairlures in the first semester.
May/73	Meeting	Counselor, 1 school social worker, 1 occupational placement officer Project director	Discuss final school year activities
	WITH STUDENTS		
Nov./72	Individual group guidance (3 sections)	25 tenth grade students	Know about students' needs.
	Group counseling	98 tenth and eleventh grade students, 3 teachers, 3 counselors	Projection and discussion of the film "Mental Health"

Month	Activity	Participants	Purpose
Nov/72	Group counseling	108 students from the 10th, 11th, & 12th grades 3 counselors, 9 teachers, 2 social workers, 1 psychologist	Discussion about the problems faced by adolescent; their inquires, and need.
	Students referred to: -Study and Job Program	5 eleventh grade students 3 counselors, 1 Job Placement officer, 1 director	Discussion of the program based on the Choice of Candidates
Dec/72	Group counseling	75 students from the commercial course, 1 counselor, 3 teachers	Importance of the school achievement. Relation of the subjects with the world of work.
	Individual interviews	34 twelfth grade students	Vocational and educational information. Supply information to those students who have not made a decission yet.
Ja./73	Team work meeting	117 students from the 10th, 11th, 12th, grades, 15 teachers, 2 counselors, 1 social worker, 1 placement officer	Discussion about students cases who had failded in different subjects.
	Individual interviews	15 students from the 10th and 11th grades, 2 counselors, 2 teachers	Academic achievement importance of the subjects with the vocational choice
Feb./73	Students referred to: -Vocational Rehabilitation	5 eleventh grade students, 2 counselors, 1 school social worker	Refer students to receive educational, vocational and economic aid as well as physical and vocational rehabilitation.
	Group counseling	28 twelfth grade students, 2 counselors	Information about different vocational schools.
	Personal and group interviews	12 students, 1 counselor	Administration and interpretation of questionnaires with vocational interests.
March/73	Group counseling	79 twelfth grade students, 2 counselors, 3 teachers	Find out the students expectation after abandoning high school.
	Individual interviews	15 eleventh grade students from the commercial course, 2 teachers, 1 counselor	Discuss about the importance of academic achievement in the modern world.

Month	Activity	Participants	Purpose
May/73 (cont..)	Field trips	20-11th, 12th, grade students, 2 counselors, 2 school social workers, 3 teachers, placement officer	Acquaint the students who participated in the Yourth Corps Program with the jobs available in the Sun-Oil Complex at Yabucoa, Puerto Rico
	WITH PARENTS		
Jan./73	Meeting	5 parents, 1 counselor, 2 teachers	Discuss about negative behavior expressed by students.
1	Vistis to students home	3 teachers, 2 counselor, 2 social workers	Find out reasons for absences and consecutive class cutting by a number of students.
Feb./73	Meetings (3)	29 parents, 5 teachers, 2 counselors, 1 psiquatrist 2 school social worker	Discuss student cases which show different types of behavior such as negative school adjustment and problems with different subjects.
	WITH AGENCIES		
Nov./73	Visit to different agencies and industries	Placement Officer, Vocational and Industrial School Coordinator	Prepare a rollbook of business centers and industries which may constitute employment sources for students. They visited 34 business sites and 32 industrial centers in the Area of Humacao
	Visits to the following industrial plants: Tecnicon Sun-Oil, General Electric, Bourns Caribe, Puerto Rico Publishing Inc.	Placement Officer	Get information, establish public relations and inform about the Project of Career Education
Jan./73	Visit to the Labor Department	Placement Officer	Establish public relations inform about his functions, request the cooperation of all the resources and services available at the Department.
	Vocational Rehabilitation	1 counselor, 1 school social worker	Refer students

MONTH	ACTIVITY	PARTICIPANTS	PURPOSE
March/73	Social Services	1 counselor	Coordination of services, request services. Explain the purpose of the project.

APPENDIX D-1

ACTIVITIES CARRIED OUT AT SENIOR HIGH SCHOOL LEVEL
1973-74

MONTH	ACTIVITY	PARTICIPANTS	PURPOSE
	WITH FACULTY MEMBERS & OTHER SCHOOL PERSONNEL		
Sept.19/73	Meetings with twelfth grade students to discuss the following themes: -Absences -College Entrance Examination Board	18 twelfth grade teachers from the Ana Roque Senior High School (This is the only school in the district participating in the high school level), Placement Officer, 2 counselors	To explain the means of helping twelfth grade students with attendance problems. Give orientation on applications for the admission test given by the College Board
Aug. 25/73	Meeting with twelfth grade teachers to plan activities for the National Vocational Guidance Week	18 twelfth grade teachers, 1 placement officer, 2 counselors	To lead the teachers to plan activities for National Vocational Guidance Week
	VISITS		
	Humacao Regional College	1 counselor, Placement Officer	Referring students to continue post-secondary studies.
	Visits to thirty-three factories in the Humacao Yabucoa and Las Piedras Areas	Placement Officer, counselors	Prepare a survey about the occupational facilities in the eastern part of the Island.
	Local Social Security Office	Placement Officer	Referring students to apply for their Social Security Number
	Ryder Memorial Hospital	Placement Officer	To coordinate a visit with students interested in occupations related to health
	Palmas del Mar	Placement Officer	Coordinate a lecture about future occupational opportunities at this tourist and housing development center.
	Guidance Center	2 counselors, Placement Officer	Coordinate activities for parents and teachers
	Humacao School of Beauty Culture	Placement Officer, 1 counselor	Coordinate a visit for students interested in the beauty specialization area.

Month	Activity	Participants	Purpose
Visits (cont..)	Buena Vista Second Unit	Placement Officer, 1 counselor	Explain about the courses offered in high school to 9th grade students
	Department of Agriculture Extension Service	Placement Officer, 1 counselor	Coordinate activities with students
	Miguel Such Metropolitan Vocational High School	Placement Officer	Referring students who are interested in a post secondary vocational school
	WITH STUDENTS		
Sept.21/73	Information and orientation	42 students, Placement Officer, 1 teacher	Inform the students about the educational facilities at CROEM, Mayaguez, Puerto Rico
Sept. 27/73	Exhibition of the film "The Decision"	31 eleventh grade students, 1 teacher, Placement Officer	Develop awareness about the importance of making a write decision when choosing a vocation.
Oct.3/73	Orientation on the facilities and educational opportunities at the Humacao Regional College of the University of Puerto Rico	235 students, 1 representative from the Humacao Regional College of the University of Puerto Rico 1 counselor, Placement Officer	Explain to the students about the different facilities and educational opportunities at the Humacao Regional College
Oct. 4 & 11/73	Organization of a group counseling to discuss about the effect of frequent absences to work	7 students, 1 counselor	To develop positive attitudes toward work and study.
Oct.9/73	Orientation on the educational opportunities at the Puerto Rico Institute of Practical Technology at Miramar, Puerto Rico	112 students, 1 counselor Placement Officer	Explain the facilities of the facilities of the Puerto Rican Institute of Practical Technology
Oct.29/73	Exhibition of a videotapes: "Educational facilities at the Humacao Senior High School", "Prepare Yourself for the future"	128 students	Explanation to the students about the facilities in the Humacao Senior High School. Explain the importance of preparing for the future.
Oct.30/73	Lecture on future jobs at the Palmas del Mar Tourist and Housing Development	136 students, 1 representative from the Palmas del Mar Development Project, Placemen Officer	Explain the students about the different occupational projected for the near future.

Month	Activity	Participants	Purpose
Oct.31/73	Occupational Day -Different group meetings to talk about different occupations	411 students, 3 counselors, Placement Officer	To talk about different aspects of occupation
Nov.1/73	Exhibition of the film: "Acting with maturity", "Talk about occupation related to health"	260 students, 2 counselors, Placement Officer	To discuss about the importance of maturity in the development of behavioral attitutes. To identify occupations related to health.
Nov.8/73	Orientation to students who applied for the Mayaguez College	13 students, 1 counselor	To explain the students about the different educational opportunities at the Mayaguez College.
Nov./73	Information to students about the Puerto Rico Commercial Institute	43 students, 1 counselor, Placement Officer	To inform the students about the different courses offered at the Puerto Rico Commercial Institute.
Nov.14/73	Group guidance on the theme: "Conócete a tí mismo"	32 students, 1 teacher, 1 counselor	Group guidance discussion to help students to understand themselves.
Dec.15/73	Lecture on the themes: "Self understanding and Choosing an occupation"	93 students, 16 parents, 10 teachers	4 H Club, Achievement Day
Jan.22/74	Orientation on Economic aid provided at the Humacao Regional College of the University of Puerto Rico	136 students, Mr. José C. Pomales, Assistant Director of the Humacao Regional College of the University of Puerto Rico. 1 counselor	To explain the students about the economic aids offered at the Humacao Regional College of the University of Puerto Rico
April19/74	Group guidance on the theme: "How to prepare yourself for a job intervie"	116 students, Placement Officer	To inform the students about different occupations
May/74	Orientation to students who applied for summer job sponsored by the Juvenil Action Administration	135 students, Placement Officer	Give orientation and refer students who applied for summer jobs.

Month	Activity	Participants	Purpose
	FIELD TRIPS		
Sept.6/73	Visit to the Ryder Memorial Hospital	96 students	Identify and know more occupations related to helath
Nov.14/73	Visit to the Humacao School of Beauty	38 students, 1 counselor, Placement Officer	Get acquainted with the work of the beauticians
April 30/ 1974	Visit to the Miguel Such Metropolitan Vocational High School	19 students, 1 counselor, Placement officer	To learn about the vocational school facilities and the different courses offered to post-high school students.

Appendix E: Log

Activities carried out 1974-75

Elementary School Level

Month	Activity	Participants	Purpose
August/74	1. Students individual interviews	fourth, fifth and sixth grade students	Know about the general aspect of the child's growth, specially his needs.
	2. Referrals a) doctor b) ophtalmologist c) multiple services d) mental health e) social worker f) dentists	First to sixth grade students	Take care of the physical mental, and emotional aspects of the students as well as their intellectual and economic needs.
	3. Group orientation	1 counselor and 2 groups 6th grade	Help students to understand and know themselves.
	4. Group counseling	Fourth, fifth and sixth grade students 2 counselors	Counseling on the importance of knowing and accepting individual limitations.
	5. Meeting	Faculty and school personnel of: Rufino Vigo Antonia Saez Padre Rivera Padre Rivera Patagonia Buena Vista Punta Santiago Collores	Explain the purpose and activities to be developed on Career Education
August 29/74	6. Visit of Mrs. Gladys Abad-Director of Guidance Program Department of Education	Mrs. Gladys Abad 8 Counselors	To organize the activities for the project development.

Month	Activity	Participants	Purpose
September/74	1. Individual Interviews	125 students, 4 teachers Buena Vista and Collores	Look at students needs
	2. Meeting	Teachers, Director and Counselor of Pasto Viejo School	Explain the goals of Career Education and planning the activities
	3. Referring students to: a-doctor b-dentist c-ophtalmologist	30 students Pasto Viejo Second Unit	Take care of physical health.
	4. Group guidance	32 students of fifth grade Patagonia School	Help students to understand and know themselves.
	5. Individual Interviews	13 students third grade Padre Rivera School	Orientation for new scholarships
	6. Pre-test of World of Work	1,553 students	Determine the pupil's knowledege of himself and the world of work
	7. Study of the students records.	All the students, records in the elementary level 3 counselors	Identify the needs faced by students
	8. Interview of school Directors	Seven Directors with the Project Coordinator	Discussion of the implementation of the project
	9. Meeting	7 teachers 1 directors 1 counselor Project Coordinator Punta Santiago	Organize the activities on Career Education
	10. Individual interviews	37 students Antonia Sáez 27 students Patagonia and Padre Rivera	To help the students in getting a better understanding of themselves.

Month	Activity	Participants	Purpose
Oct./74	1. Orientation to students with scholarships	Students from fifth to sexth Pasto Viejo	Importance of doing a good work in school and keep the scholarships.
	2. Orientation to students on discipline	34 sixth, fifth and ninth graders Collores	To help them find out new ways of good behavior
	3. Group Clunseling	15 students 5th 6th Collores	Help them have a better understanding of themselves
	4. Individual Interviews	Collores Second Unit	To help them in receiving federal aid. Placement in: Mental Health Unit Vocational school Health Center Help the sudents to develop responsibility
	a- Health cases	5 students	
	b-Emotional disturbance	5 students	
	c-Work	10 students	
	d-Low achievement	3 students	
Oct. 18/74	5. Meeting	8 teachers 1 Director 1 Counselor Project Coordiantor Collores Second Unit	Organize the activities on Career Education
	6. Referrals		
	a-ophtalmologist	a-22 students	Take care of physical and, academic students needs.
	b-school health service	b-15	
	c-neurologist	c- 6	
	d-dentist	d-30	
	e-speech therapy	e- 1	
	f-ear treatment	f- 2	
	g-skim disease	g- 1	
	h-psychometric evaluations	h-55 Elementary Urban Schools	
Oct 24/74	7. Visit of Mrs. Carmen Gumá of Juncos School District	Teacher of Juncos School District Project Coordinator	Get acquainted with the implementation of the project in Humacao

Month	Activity	Participants	Purpose
Nov/74	1. Orientation on occupations requirements and rishs	30 third graders Pasto Viejo	Help them know about requirements and risks of service occupations
	2. Visit of Mrs. Marta Miró	General Supervisor Department of Education Project Coordinator	To find out how the project was being developed
	3. Individual Interviews a-students who lost their scholarships	13 students Buena Vista	Help them to develop responsibility
	b-Psychometric evaluation candidates	25 students Buena Vista and Collores	To help them in knowing the purpose of the evaluation
	4. Group guidance	30 students Collores	To lead the students to develop good attitudes toward the school work.
	5. Orientation to girls on menstruation	60 girl's students	To help them in getting a better understanding about the menstruation process.
	6. Discussion of the film Personality	30 sixth graders	Discuss ways of improving their personality
Nov. 20/74	7. Meeting	Pre-Vocational Unit 3 teachers 1 Director 1 counselor Project Coordinator	Discussion on implementation of the Career concepts in the Mentally Retarded Children Unit Curriculum
Nov.21/74	8. Meeting	12 Parents of exceptional children Buena Vista S. U.	Help them in Knowing their children's behavior and understand them
	9. Placement Handicapped Unit Mental Health Unit Vocational School	 7 students 2 students 2 students Antonia Sáez	Take care of the mental and academic needs of the children.
	10. Scholarships	23 students Urban elementary Schools 21 Pasto Viejo 25 Punta Santiago	Testing for new scholarships

Month	activity	Participants	Purpose
	11. Group Counseling	15 students Patagonia	To discuss ways of improving their behavior
	12. Individual Interviews	36 students Rufino Vigo 35 students Pasto Viejo	Get acquainted with the physical mental, and emotional aspects of the students.
Dec. 5/74	1. Field trip to Telemundo and San Juan Bay	50 students 4 teachers Pre-Vocational Unit Handicapped Children	Provide paractical and direct experiences in the world of work.
	2. Individual Interviews (Parents)	30 parents Buena Vista S. U. 18 parents Collores Second Unit 12 parents Pasto Viejo Second Unit 19 parents Rufino Vigo	Discussion of problematic situations of their children
	3. Field trip to Airport, U.P.R. Museum	70-4th, 5th, and 6th graders Pasto Viejo	Observe the people who works in service occupations
	4 Orientations on physical development and personal hygiene	55 students Handicapped and 5th graders Patagonia	Help the students to understand the physiology of their bodies.
	5. Meetings with parents	5 meetings 30 parents Patagonia 1 counselor	
	6. Interpretation of psychometric evaluations	4[illegible] parents 3 school Director 1 counselor All the urban elementary school	Develop awareness of the academic achievement of the students. Help the students to be placed in the programs they need.

Month	Activity	Participants	Purpose
	7. Placement a-Job Corps b-Vocational School Sewing Workshop c-Mechanic Workshop d-Pre-Vocational Unit	Urban Elementary Schools a-1 student b-1 student c-1 student d-1 student	To help the sudents in doing the work they really want and need
	8 Home visits	Two counselors visited: 10 student's homes in Collores 8 student's homes in Patagonia	To give followup to students with health and attendance problems.
Jan. 16/75	1. Visit of Mr Luis A Campos General Supervisor Department of Education	General Supervisor Project Coordinator	1. To organize the dissemination activities of the project
Jan. 16 to Jan. 30/75	2 Visits to schools and interviews school directors teachers and counselors a-Rufino Vigo b-Buena Vista S U. c-Collores S U. d-Pasto Viejo S.U. e-Antonia Sáez	1-Mr. Luis A Campos General Supervisor 2-Project Coordinator 3-Mrs Alcidia Unzain Director of Guidance Services in Paraguay	To explore the teachers directors and students opinions about career education
Jan. 29/75	3 Orientations to Mrs Haydée Torres counselor appointed to Punta Santiago Second Unit	Project Coordinator teacher-counselor	To explain the purpose of implementing Career Education in Punta Santiago Organize the activities.
Jan. 31/75	4 Field Trip to: a-Fire Department b-Business Center c-Government Center d-Police Department e-Berrios Dairy	60 first graders Buena Vista 2 teachers 1 clunselor	Observe the people who work and the duties they perform

Month	Activity	Participants	Purpose
	5. Interviews with teachers	18 teachers Pasto Viejo Rufino Vigo Buena Vista	To give followup to students
	6. Visits to Community agencies: a-Guidance Center b-Fire Department c-Social Services d-Job Corps e-Vocational Rehabilitation f-Police Department g-Labor Department h-Public Works Department i-Telegraph j-P.R. Telephone Co.	4 counselors Agencies representatives	To ask for their services and to require their personal assistance in group guidance.
Feb /75	1. Individual Interviews (Parents)	9 Parents 1 counselor Pasto Viejo S. U	Observe change of behavior in students. Provide treatment in health aspects of their children.
	2 Individual Interviews (Students)	46 students Buena Vista and Collores	To help the students in order to solve their academic and adjustment problems
	3 Discussion of the films From Girl to Woman and From Boy to Man	Fourth to Sixth graders Buena Vista	To lead the students in a greater knnowledge about their physical development
	4 Discussion of the Film The Challenge	Fourth to Sixth graders Handicapped children and teachers Buena Vista	To discuss ways of dealing with their behavior

Month	Activity	Participants	Purpose
	5 Interview with representatives of other government agencies	Public Library Director Postmaster, Audiovisual Center Regional Office Social Security Office San Antonio Abad-College Director	To require their cooperations to let students visit their offices.
Feb 13/75 Feb 20/75	6. Field Trip to Safari Park	80 students 6th grade-Rufino Vigo 2 teachers 60 students 5th and 6th grade Collores	To lead the students to have a better knowledge of the occupations in recreational area
Feb 26/75	7. Field Trip to Caribe Princesa Fabrics P.R. Publishing Co	60 students 6 th grade Patagonia	Provide experiences in knowing the occupations which the factory produces
	8 Referrals to:	Buena Vista	
	Health Center	32 students	To take care of the students physical health needs
	Dentist	20 students	
	Psychologist	30 students	
	Red Cross	11 students	
	Ophtalmologist	24 students	
March 3/75	1. Field Trip to Experimental Station Airport	60 students 6th grade Rufino Vigo 2 teachers 1 counselor	To lead the students in a better knowledge of the world of work
March 5/75	2 Field Trip to Palmas Del Mar Hotel, Botannical Garden, Tropical Forest	80 students 5th and 6th grade Punta Santiago 4 teachers 1 counselor	Lead the students in knowing about the occupations in recreational area
March 4 to March 25	3 Dissemination Activities	Rural Elementary Schools a-Antón Ruiz b-Mambiche I and II c-Caserio Roig, Tejas II Cataño d-Candelero Arriba e-Mariana II and III f-Candelero Abajo g-Junquito	To give the school personnel a better knowledge of what Career Education is and the results of it during three years in Humacao.

Month	Activity	Participants	Purpose
		93 teachers 6 Directors 3 Counselors Project Coordinator	
March 18/75	4. Field Trip to Molinos de P.R. Filler's Products	60 students 6th grade Rufino Vigo 2 teachers	Observe the occupations the factories generates
March 25/75	5. Field Trip to Airport, El Morro Fortaleza	60 students 3rd grade Buena Vista 2 teachers	To know the occupations in a recreational area
	6 Meeting with teachers and director	Punta Santiago 8 teachers Director Counselor	Discussion of the implementation of the activities of Career Education
	7. Orientation to students about Physical Development	30 students 6th grade Punta Santiago	To lead the students to get better understanding of the functioning of their bodies
April/75	1. Orientation to students about their scholarships	25 students 5th and 6th Buena Vista and Collores	To discuss ways of keeping their scholarships.
	2. Individual interviews	60 students elementary schools	To help them in their problematic situations
	3 Group guidance	100 students Antonia Sáez and Rufino Vigo Labor Department representative	To inform the students of the Labor Department Services
April 29/75	4 Field Trip to Airport W.A.P.A.-T V Filler's Products	60 students First grade Rufino Vigo	To lead the students get a better knowledge of the world of work

Month	Activity	Participants	Purpose
May 6/75	1. Field Trip to Palmas del Mar	60 students 4th, 5th and 6th Antón Ruiz 5 teachers 1 Director 1 Counselor	To observe the occupations in a recreational area
May 9/75	2 Field Trip to El Morro Fortaleza Airport	60 students 1st, 5th and 6th Candelero Abajo 2 teachers 1 Counselor	To observe the occupations in a recreational area.
	3 Visit of Mrs Carmen Garcia Curriculum Technician Department of Education	Curriculum Technician Counselor	To know about the implementation of the project in Humacao
May 13 and May 16/75	4 Survey of factories in Humacao area	Project Coordinator	To find out the factories offerings for employment services
	5. Post Test of the Project	1 553 students elementary level	To find out the students knowledeg of himself and the world of work.
	Individual interviews	70 students elementary level	To help them in their problematic situations.

Appendix F - [illegible]

Activities Carried out at Junior High School Level and Pre-Vocational Unit for Mentally Retarded Children

1974 - 75

Month	Activity	Participants	Purpose
Sept /74	1 Meeting	School Directors Teachers Second Units Rural Schools 2 counselors	Define the functions of the counselor. Discuss dissemination activities of Career Education
	2. In-service training	6 teachers Collores-Buena Vista Counselor	Train the teachers in the proper way of filling in the students cumulative cards.
	3 Orientation to students about good academic achievement	9th graders Pasto Viejo Counselor	To help them in the accomplish of good grades
	4 Organization of Group Counseling	12 students 7th 8th, 9th Counselor Pasto Viejo 15 students Buena Vista	To develop skills for group discussion in the solution of their problematic situations
	5. Individual Interviews	60 students Buena Vista Collores, Punta Santiago	Vocational and personal counseling
	6 Referra's to: a-Health Center b-Dentist c-Job Corps	 15 students 10 students 3 students Collores and Pasto Viejo	To take care of students health and academic needs
Oct 4 and 17	1. In service training	6 teachers 1 Director 1 Counselor Project Coordinator Collores	To lead the teachers in organizing the activities to be done with the clusters

Month	Activity	Participants	Purpose
		5 teachers 1 Director 1 Counselor Project Coordinator Punta Santiago	
	2. Pre-test on World of Work	Students participating on clusters: 108 Buena Vista 26 Punta Santiago 26 Collores 26 Pasto Viejo	To find out the students knowledge of the world of work
	3 Organization of group counselings	15 students Collores 15 students Buena Vista	To promote group therapy and self understanding
	4. Questionnaire on Vocational interests	Collores Buena Vista Pasto Viejo	To find out the students vocational interests and needs.
	5. Group discussion about sex and venereal diseases	9th graders Collores Buena Vista Pasto Viejo	Sexual education and prevention of venereal diseases.
Nov /74	1. Individual Interviews	100 students Junior High	To help them deal with their problematic situations
	2. Discussion of the film La decisión	7th and 9th graders Buena Vista	To help them in a better knowledge of themselves.
	3. Individual Interviews (Parents)	40 parents Buena Vista Pasto Viejo	To discuss the problems their children presented. and to help them in the solution.

Month	Activity	Participants	Purpose
Nov 21/74	Meeting	7 teachers 1 director Project Coordinator	Organize the cluster activities
Nov 24/74	4 Meeting	4 teachers 1 Director 1 counselor Project Coordinator Pre-Vocational Unit	To organize the implementation of the clusters in the curriculum
	5 Orientation on health occupations	School Nurse 26 students - 9th Pasto Viejo	To lead them in a better knowledge of the occupations in health services.
	6 Group Guidance on Homemaking and Consumer cluster	26 students - 9th Punta Santiago 1 teacher Project Coordinator	To give the students a general view of the activities to be developed in the cluster
Dec /74	1. Field Trip to Telemundo San Juan Bay	Pre-Vocational Unit 60 students 4 teachers	To observe the occupations in a recreational area.
	2 Discussion of the film Raices de Felicidad	100 students 7th grade Buena Vista	Understanding their behavior.
	3 Individual interviews	65 students Junior High level	To help them in their problematic situations
	4. Meeting with Guidance Center personnel	1 Director Guidance Center 2 Social Workers Counselor Pasto Viejo	To coordinate and request services for students.

Month	Activity	Participants	Purpose
	5. Individual Interviews (teachers)	11 teachers 1 counselor Pasto Viejo	To discuss the academic achievement of the students they referred.
Jan. /75	1. Placement in: a-Pre-Vocational Unit b-Mental Health c-Job Corps d-Vocational School Type C	 a-3 students b-2 students c-4 students d-2 students	To help them in their adjustment and their academic needs.
	2 Individual interviews	128 students Buena Vista Collores Pasto Viejo Punta Santiago	To deal with the pupils problems and self-esteem.
Jan. 23/75	3 Field Trip to Vocational School Orientation on Vocational Couses	13 students Punta Santiago 6 Pasto Viejo 50 Buena Vista 26 Collores 9th grade 2 Counselors 3 teachers	To observe the vocational workshops and selects the one which is most suitable to his abilities.
Feb. /75	1 Group Guidance on different occupations	1. Rotary Club members dentist engineer pharmacist banker doctor 2. Students of Collores and Buena Vista 3. Counselor	To discuss with the students the requirements of each occupation

Month	Activity	Participants	Purpose
	2 Referrals to:		To take care of students health needs
	a-doctor	13 students	
	b-ophtalmologist	4 students	
	c-health center	20 students Collores, Buena Vista	
March 26/75	1 Field Trip to Telemundo	50 students 9th grade Pasto Viejo 2 teachers Counselor	To observe the occupations in communication media.
	2. Hikes to: a-Flower Shop b-Funeral Home c-Beauty Culture School d-Mechanic Workshop e-Electromechanic f-Aluminum Works g-Vocational School	50 students Pre-Vocational Unit 4 teachers 1 counselor	To get acquainted with personal service occupations
April /75	1. Field Trip to Medical Center in Rio Piedras	60 students 7th grade Buena Vista 3 teachers 1 counselor	To observe the occupations being generated in a Medical Center
	2 Field Trip to Sun Oil Co. and Palmas del Mar	50 students Pre-Vocational Unit 4 teachers	To provide experiences for identification of occupations developed in an oil company and in a recreational center.

Month	Activity	Participants	Purpose
	3 Field Trip to Telemundo, El Mundo Newspaper Plaza Las Américas	60 students Collores 2 teachers 1 counselor	To get the students know about the occupations being developed in communication and media center and in a business center.
	4 Individual interviews (Parents)	25 parents Buena Vista Counselor	To help them in the solution of the students problems
	5. Discussion of the films: Choosing a Job; Are Manners Important? Study Habits; Higiene Personal Why fathers work? Seguridad de transito Desarrollo fisico The eye of the beholder	7th, 8th, 9th graders Buena Vista Collores	To develop awareness on: a-importance of making a wise decision b-understanding themselves c-have a better knowledge about the functioning of their bodies d-get a better knowledge on the world of work
May /75	1. Post-Test on the World of Work	186 students 7th 8th 9th grade	To find out the students knowledge of himself of himself and the world of work.
	2. Orientation on the year-round school calendar	50 parents 172 students 9th grade Punta Santiago Collores Buena Vista Pasto Viejo	To inform of the organization of the year-round school calendar for the High School

Month	Activity	Participants	Purpose
	3. Discussion of the film of Marketing	60 students 9th grade Punta Santiago	To inform the students about occupations in marketing.
	4. Evaluation of the project (Questionnairies)	65 teachers 7 directors 4 counselors 850 students	To evaluate the results and goals achieved during the year.

APPENDIX G

SUMMER ACTIVITIES ON CARRER EDUCATION (SUPERVISION LEVEL)

Month	Activity	Participating Groups	Purpose
June 4/74		A- Organization 1. Mrs. Amparo Rivera Assistant Superintendet of The Humacao School District 2. Mrs. Sofía Rivera- Counselor and Project Director 3. Mrs. Eva Velázquez - Counselor and Coordinator of the Project Career Education 4. Mrs. Ana I. Anzalota Coordinator of the Project al State Level B- Participating Members 1. Mr. José M. Torres - Director, Junior High School 2. Mr. José M. Rosado - Director of the Vocational High School of Humacao (High School Level) 3. Mrs. Lydia Vázquez Coordinator of the Comercial Education Program 4. Maria Isabel Velázquez 5. Mrs. Gloria Mójica (Counselors) 6. Mrs. Panchita García - Home - Economics Teachers 7. Mr. José Montañez - Teacher of Vocational Tachnology 8. Mr. Armando Rodríguez* 9. Mr. Raul Gómez* 10. Mr. Americo Angleró* 11. Mr. Juan Mercado* 12. Mr. Berdardo Vigo Drafting and Technical Drawing 13. Mr. Batalla- Assistan General	Training on the approach to Career Education in the Humacao School. District in order to achieve a better understanding and evolvement of the teachers, directors and counselors in th variety of fieldin which this project can the oriented to.

APPENDIX H

ORGANIZATION AND SUPERVISION (Elementary Level)

Date	Activity	Participants	Purpose
August 21/73	1. Training	Miss Elba Meléndez Regional Counseling Supervisor Counselors working on the Project Career Education	Explain the purpose and approach of Career Education
August 28/73	2. Orientation Meeting	Miss Elba Meléndez Counselors working on the Project Career Education	Explain how to organice the work plan in the school year 1973-74
Sept /25,26/ 73	Trainning on the aspects of admissions, offers, and students economic aids in public and private Universities of Puerto Rico	Central Level Supervisors Regional Supervisors from the Caguas and Humacao Areas Counselors working in the Areas of Caguas and Humacao	Explain the educational opportunities of high education in the public and private universities of Puerto Rico
Oct/12/73	Orientation Meeting	Miss Julbe-Director of the Humacao Orientation Center Counselors and teachers from Punta Santiago and Pasto Viejo Second Units	Explain the functions of the Orientation Center and how it can help the school personnel in case studies.
Oct/30/74	Orientation Meeting	Mr. Jesús Vega Martínez-School Superintendent Mrs. Amparo Rivera Assistant Superintendent of Humacao Counselors, teachers and other personnel from the Humacao School District	Explain the emphasis of Career Education in the first grade (How this emphasis can contribute to the enrichment o the curriculum in this level.
Nov./8/73	1. Training	Miss Elba Meléndez Regional Counseling Supervisor Counselors working on the Career Education Project	Explain Guidance Program

ORGANIZATION AND SUPERVISION (Elementary Level)

Date	Activity	Participants	Purpose
Nov./9/73	Group meetings determine and identify the student needs in the elementary school.	Miss Julbe and other personnel from the Orientation Center Teachers, counselors, and other school personnel from the Punta Santiago Second Unit.	Help the teachers and other school personnel in identifying student needs in the elementary school.
Nov.12/73	Counseling Seminar (Orientation week)	Central Level Supervisors Counselors from the different levels in the school district. Counselors from state level	Discuss the function of the counselor in the new society.
Dec. 4/73	Training intended to study failures in the first grade	Mrs. Amparo Rivera Assistant Superintendent of the Humacao School District Counselors Social workers and other personnel from the Humacao School District	To train the personnel involve in the project in order to study and determine the factor that lead to fuilures in the first grade
Dec./4/74	Orientation on the All-year School Calendar	Mr. Jesús Vega Martínez Superintendente of the Humacao School District Counselors School personnel from the Humacao School District	Explain the purpose and organization of the all-year school calendar.
March 13/74	Orientation on Career Education	Miss Elba Meléndez Regional Supervisor of the Humacao School District Counselors of the Career Education Project	To continue explaining the Career Education Program and the all-year school calendar
April/17/74	Evaluation	Mrs. Marta Angleró de Miró	

ORGANIZATION AND SUPERVISION (Elementary Level)

Date	Activity	Participants	Purpose
		Counselors working on the Career Education Career	Evaluate the results of the project: achievement of goals.

ORGANIZATION AND SUPERVISION (Junior high and High school level)

Date	Activity	Participants	Purpose
Nov./23/73	Puerto Rican Ability Test (Test Puertorriqueño de Habilidad General)	Miss Elba Meléndez Regional Counseling Supervisor from the Humacao School District Counselors from the Humacao School District	To train the teachers in order to test the students using the Puerto Rico Ability Test (Test Puertorriqueño de Habilidad General. To lead the teachers to use the results of this ability test to help the students according to their potentialities or limitations.
Dec. 7/74	The all-year school calendar	Mr. José A. Rosado Assistant Director Vocational High School from the Humacao School District	Explain to the teachers and other personnel involved the purpose and importance of the all-year school calendar.
March 8/74	Explanation of the vocational courses offered in the Humacao Vocational High School.	Mr. José A. Rosado Assistant Director from the Humacao Vocational High School. Junior high school counselors from Humacao and the neighboring towns.	Explain about the different vocational courses available at the Humacao Vocational Hig School. Explain to junior high school counselors from Humacao and neighboring towns about the different vocational courses available at the Humacao Vocational High School.
March 13/74	Evaluation of the Career Education Project in the junior high school level.	Mrs. Amparo Rivera Counselors of the junior high school level	To discuss and evaluate the development of the project up to the present.

Date	Activity	Participants	Purpose
arch 15/74	Explanation about the courses offered at the Miguel Such Metropolitan Vocational School.	Victor M. Jordán Director of the Miguel Such Metropolitan Vocational School. Mrs. Marta Angleró de Miró From the Central Level Counselors from the junior high and senior high school level. Counselors working on the project. (junior high school level)	Explain to the counselors in the respective levels the different vocational courses available at the Miguel Such Metropolitan Vocational School
April 5/74	Evaluation of the junior high clusters for Career Education	Mrs. Marta Angleró de Miró From the Central Level Counselors from the junior high school level.	To evaluate the implementation and development of the cluster in the junior high school leve
April 10/74	Training on the use of the special Dictionary for Occupational Titles	Miss Elba Meléndez Regional Counseling Supervisor Counselors from the Humacao School District.	To train the personnel involve in the project on the use of the Special Dictionary for Occupational Titles in order help the students understand the technical terms used in t different occupations.
April 17/74	Evaluation of the Project: Career Education	Mrs. Marta Angleró de Miró From the Central Level	To give the counselors who participated in the project to evaluate the results and the goals achieved in the Career Education Project during the year.

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